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ABSTRACT

California State Proposition 98 requires the governing boards of California school districts to prepare and issue an annual School Accountability Report Card for each elementary and high school under their jurisdiction, beginning in the school year 1989-90. The report card must assess a minimum of 13 specified conditions. This manual provides technical assistance and examples of what report cards for individual schools might contain and how they might be developed. Guidelines for preparing a model report card are provided in the appendix to this manual. Although it is not limited to these areas, each report card must address the following school conditions: (1) student achievement in and progress toward meeting reading, writing, arithmetic, and other academic goals; (2) progress toward reducing dropout rates; (3) estimated expenditures per student and types of services funded; (4) progress toward reducing class sizes and teaching loads; (5) assignment of teachers outside their subject areas of competence; (6) quality and currency of textbooks and other instructional materials; (7) counseling and support personnel availability; (8) substitute teacher availability; (9) safety, cleanliness, and adequacy of school facilities; (10) adequacy of teacher evaluations and professional improvement opportunities; (11) classroom discipline and climate for learning; (12) teacher and staff training and curriculum improvement programs; and (13) quality of instruction and leadership. (SLD)

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TECHNICAL ASSISTANCE MANUAL FOR THE

California Model School Accountability Report Card

CALIFORNIA STATE DEPARTMENT OF EDUCATION
Bill Honig—Superintendent of Public Instruction • Sacramento, California, 1989

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TECHNICAL ASSISTANCE MANUAL FOR THE

California Model School Accountability Report Card

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Preface

Proposition 98 requires the governing boards of California school districts to prepare and issue an annual School Accountability Report Card for each elementary school and high school under their jurisdiction, beginning in school year 1989-90. At a minimum, the report card must assess 13 specified school conditions. A model report card was adopted by the State Board of Education on June 9, 1989, to assist school districts in complying with the new constitutional and statutory requirements, and a copy was sent to each school district in California on June 12. The model report card has been reproduced and placed in the Appendix to this *Manual*.

This document was designed to provide technical assistance and examples of what report cards for individual schools might contain and how they might be developed. However, the manual is not intended to be exhaustive, just a source of initial ideas.

School boards have the discretion to implement the model, as well as the comments and suggestions in this *Technical Assistance Manual*, in whole or in part, or to develop their own ideas for accountability report cards. At a minimum, of course, an assessment of each of the 13 specified school conditions is included, as provided by law. At least once every three years, school boards must compare their accountability report cards to the State Board's model.

Each School Accountability Report Card must include, but is not limited to, an assessment of each of the following school conditions:

1. Student achievement in and progress toward meeting reading, writing, arithmetic, and other academic goals
2. Progress toward reducing dropout rates
3. Estimated expenditures per student and types of services funded
4. Progress toward reducing class sizes and teaching loads
5. Any assignment of teachers outside their subject areas of competence
6. Quality and currency of textbooks and other instructional materials
7. The availability of qualified personnel to provide counseling and other student support services
8. Availability of qualified substitute teachers
9. Safety, cleanliness and adequacy of school facilities
10. Adequacy of teacher evaluations and opportunities for professional improvement
11. Classroom discipline and climate for learning
12. Teacher and staff training and curriculum improvement programs
13. Quality of instruction and leadership

An assessment, for purposes of the School Accountability Report Card, means descriptive or statistical information that provides a substantive evaluation—that is, a way for the reader to judge or determine significance, value, character, quality, or importance.

This document contains a variety of information related to school accountability report cards, including examples of what portions of actual report cards might

look like. The examples, each of which follows a discussion of the legal requirements and the State Board of Education's recommendations, have been highlighted for easy identification. As indicated in the Contents, the document is organized to consolidate information about each area of assessment to be included in the report cards, as well as various report-card related requirements and optional efforts.

JAMES R. SMITH
Deputy Superintendent for Curriculum
and Instructional Leadership

WILLIAM L. PADIA
Director, Program Evaluation
and Research Division

Development Process

Requirements of Law

The governing board of each school district maintaining an elementary or secondary school shall by September 30, 1989, or the beginning of the school year develop and cause to be implemented for each school in the school district a School Accountability Report Card.

Education Code §35256, as added by Proposition 98

Recommendations in the State-adopted Model

By September 30, 1989, or the beginning of the school year, local school boards must have in place a process leading to the issuance of the first report cards. The process may include a time line for issuance and a designation of individuals responsible for various preparatory tasks.

The first report cards must be issued during the 1989-90 school year. Recognizing the work load and short time line involved, issuance should occur as quickly as the business of the district will allow. Both parents and local media should be notified of the existence of the report cards and provided copies on request. Once issued, opportunities should be provided for staff and the community to discuss the content of the report cards.

Beginning with the 1990-91 school year, report cards should be issued each November. This recommendation is for the purpose of focusing attention statewide on the report cards. If a district chooses a different time period for issuance, the local school community should be alerted.

Preparation of the report card for each school should involve all segments of the school community, including administrators, teachers, parents, students (at the secondary level), and other interested representatives.

From the "Principles" Section in the State Board of Education's *Model School Accountability Report Card* (See Appendix, page 67.)

In terms of the process which must be established by September 30, 1989, or the beginning of the school year, this deadline should be regarded as the *later* of the two dates.

From the "Guide for Completing the State Model" in the State Board of Education's *Model School Accountability Report Card* (See Appendix, page 68.)

Comments

Prior to September 30, or the beginning of the school year, whichever is later, the State Department of Education recommends that each school board take action, recorded in the minutes, setting forth the developmental activities leading to issuance of the first report cards. The action can be as simple or as elaborate as the local school district governing board wishes.

Development Process **Example**

California School District Resolution Regarding School Accountability Report Cards

WHEREAS, Education Code Section 35256 requires the California School District to develop and cause to be implemented a school accountability report card for each of the schools under its jurisdiction;

BE IT RESOLVED, That the Governing Board of the California School District hereby establishes a tentative timetable, provides authorizations, and makes assignments related to the preparation and issuance of the first school accountability report cards, as follows:

- The tentative date for issuance of the first report cards is January 1, 1990.
- Under the direction of Assistant Superintendent Julie Ross, data gathering and the development of data displays for report cards will be completed no later than November 10, 1989.
- Each school site council is hereby authorized to act as a school accountability report card committee for the site and is requested to prepare materials for incorporation in the document, as well as to coordinate with Assistant Superintendent Ross development of materials at the district level. This process should be completed no later than November 10, 1989.
- Under the direction of Deputy Superintendent Bill Matlin, statistical data and descriptive materials from individual school sites will be compiled into initial draft report cards for each site. Deputy Superintendent Matlin will consult and coordinate with site councils and district personnel as necessary and appropriate. The initial draft report cards will be presented to the Board at its meeting on December 13, 1989.
- With input from the Board, revisions to the initial draft report cards will be made, and final versions will be presented to the Board at its meeting on December 27, 1989. Superintendent Al Gonzales will make the presentation and will supervise any amendments made by the Board in adopting the documents.
- Under Superintendent Gonzales' direction, the report cards, once adopted, will be issued. Appropriate notification will be made of parents, guardians, and other interested parties, and appropriate efforts will made to publicize the documents.
- Superintendent Gonzales is authorized to provide individual copies of report cards and any summary materials that may be developed free-of-charge to parents, guardians, the media, and other interested parties. At the Superintendent's discretion, fees may be levied for multiple copies and for copies requested for commercial purposes. Such fees shall be the maximum permitted by law.

DULY ADOPTED, This thirteenth day of September, 1989.

_____

Edith Goldman, Secretary

Notification/Publicity

Requirements of Law

The governing board of each school district shall annually issue a School Accountability Report Card for each school in the school district, publicize such reports, and notify parents or guardians of students that a copy will be provided upon request.

Education Code §35256(c), as added by Proposition 98

Recommendations in the State-adopted Model

The main objective of the School Accountability Report Card is to inform the local school community about conditions and progress being made at each local school site. All information should be presented in a format that is easily understandable to the local school community.

The first report cards must be issued during the 1989-90 school year. Recognizing the work load and short time line involved, issuance should occur as quickly as the business of the district will allow. Both parents and local media should be notified of the existence of the report cards and provided copies on request. Once issued, opportunities should be provided for staff and the community to discuss the content of report cards.

From the "Principles" Section in the State Board's *Model Report Card*

The School Accountability Report Card is an important document, and every effort should be made to make it available in the primary language of each parent requesting a copy.

The report card falls under the Public Records Act. A charge equal to no more than the costs of duplication may be levied. Districts are strongly encouraged to make the document available to requesting parents and to the local media free-of-charge. When copies are requested for commercial purposes (e.g., by real estate concerns), districts are encouraged to recoup their duplication costs.

From the "Guide for Completing the State Model" in the State Board's *Model Report Card*

Comments

For purposes of notifying parents, guardians, and other interested parties about accountability report cards, districts should employ the means normally used to notify those individuals about other important matters—be they documents sent home with students, mailings, newsletters, or other means. No extraordinary notification effort needs to be made on behalf of the report cards; but, conversely, the notification means that is selected should not be intentionally designed to limit awareness of the document.

Notification/Publicity — Example

Important Notice

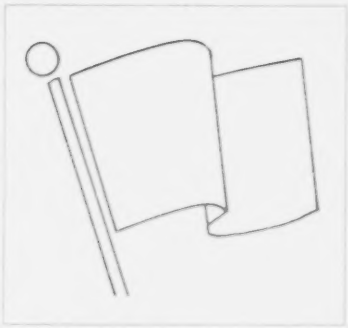
Date: January 1, 1990

To: All parents, guardians, and other interested parties

From:

Pamela Klein, Principal
Flag Elementary School

Re: ACCOUNTABILITY REPORT CARD
1989-90 SCHOOL YEAR
FLAG ELEMENTARY SCHOOL



Today's Students ...
Tommorrow's Leaders

The Governing Board of California School District takes pride in announcing that the first Accountabilty Report Card for Flag Elementary School has been issued.

The report card, required by Proposition 98 (November, 1988), contains information about a variety of school conditions, including student achievement, expenditures, instructional materials, the school facility, and the program quality.

If you are interested in receiving a copy of the 1989-90 Accountability Report Card for Flag Elementary School, please complete the following and return it to the School Office.

Name: _____

Address: _____

_____ Phone: ( ) _____

Please check one:

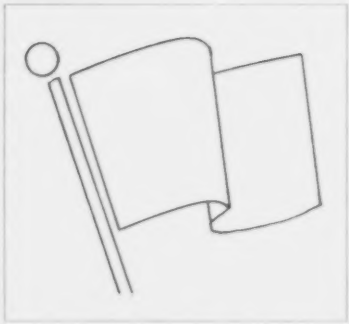
( ) I would like the four-page executive summary of the Accountability Report Card.

( ) I would like the full 25-page Accountability Report Card.

There is no charge for single copies of the executive summary or the full Accountability Report Card intended for private use. A charge of 50 cents per copy of the executive summary and $2.75 per copy of the full Accountability Report Card will be made for multiple copies or copies intended for commercial purposes.

Notification/Publicity — Example

Press Release



California School District
555 Middle Road
California City, CA 99999

Contact: Al Gonzales
Superintendent of Schools
(222) 555-5555

California City—The Governing Board of the California School District today released the first accountability report cards for each of the district's eight elementary schools, two middle schools, and one high school. The report cards, developed and issued in accordance with Proposition 98 (an initiative passed by California voters in November, 1988), provide statistical and descriptive information about a variety of school conditions.

The documents cover student achievement, attendance and dropout rates, funding, class sizes and teaching loads, assignments of teachers, instructional materials, student support services, substitute teachers, school facilities, teacher evaluations and professional improvement, classroom discipline and climate for learning, teacher and staff training, curriculum improvement, and the quality of instruction and leadership.

Board President Helen Rodriguez Jones said, "The Board is pleased to have this opportunity to communicate with parents and the school community about our successes, our problems, and our progress. We hope that everyone will take the time to read the accountability report card for the schools in their neighborhood."

The report cards were developed with input from school site councils composed of parents, teachers, administrators, students, and other interested members of the local community.

Superintendent Al Gonzales has announced a series of community forums to discuss the accountability report cards to be held in conjunction with the January PTSA meetings at each of the district's schools. Key district and school site staff, as well as Board members, will be present at each forum. Parents are encouraged to attend.

Copies of the accountability report cards for any or all of the district's schools are available to the media free-of-charge.

In accordance with Proposition 98, accountability report cards will now be issued annually for each of the district's schools. The Board has targeted November 1990 for release of the 1990-91 report cards in accordance with the recommendations of the State Board of Education and Superintendent of Public Instruction Bill Honig.

Summary

Requirements of Law

There are no specific legal requirements for producing a summary of the School Accountability Report Card.

Recommendations in the State-adopted Model

The main objective of the School Accountability Report Card is to inform the local school community about conditions and progress being made at each local school site. All information should be presented in a format that is easily understandable to the local school community.

From the "Principles" Section of the State Board's *Model Report Card*

To the extent that report cards are lengthy or complicated, districts should consider preparing a summary that extracts key points. The summary need not address all 13 school conditions, but it should note the general content of the full document and indicate where a copy may be obtained.

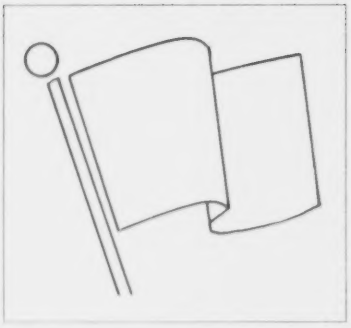
From the "Guide" Section, of the State Board's *Model Report Card*

Comments

Districts should consider "working backwards" with summary documents: first decide on the length (e.g., two pages, four pages, and so forth), then edit and summarize materials to fit.

Districts should also consider distributing the summary documents, if they choose to develop them, in conjunction with the notification. Depending on the length of the summary, this could prove to be a cost-effective alternative.

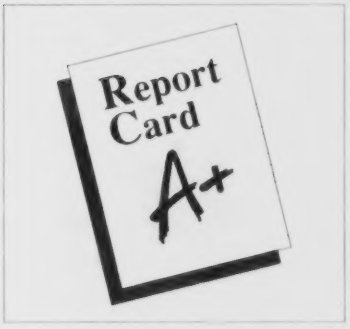
Summary **Example**



A Profile of
Flag Elementary School
California School District

Excerpts from the
School Accountability
Report Card

Today's Students...
Tomorrow's Leaders



Introductory Statement

In 1899, Charles H. Duell, Commissioner of the U.S. Office of Patents, said, "Everything that can be invented has been invented." At that time, however, no one had heard of computers, airplanes, penicillin, the works of James Baldwin, or Crayolas®.

Perhaps the most fundamental discovery we have made in the past 90 years is how vast the frontiers are which still lie ahead of us. The students attending Flag Elementary now will be among the pioneers who will explore those new frontiers. What awaits them is every bit as challenging and exciting as anything that awaited explorers, inventors, and leaders of the past.

The School Accountability Report Card was established by Proposition 98, an initiative passed by California voters in November, 1988. The report card, to be issued by local school boards for each elementary school and secondary school under their jurisdiction, provides parents and other interested people a variety of information about the school.

The idea behind the report card is not to pass final judgment, but to assess progress—to take stock of where we have been, where we are, and where we are headed. The information in it covers everything from student achievement to the cleanliness of the school facility. We like to believe that Flag Elementary merits the "A+" shown in the graphic above, and in some ways it does. But we recognize there are areas where the school needs improvement, and we invite all of you to join in the improvement effort.

The report card reflects an important extension and enhancement of public disclosure. We hope you both enjoy Flag Elementary's first report card and find it an important and useful document. If you find ways in which we can make it a better document, please let us know.

California School District Governing Board

Helen Rodriguez Jones, President
George Ellison
Marge Ellroy
Terri Sanchez
Jon Lowell
Edith Marshall
Ted Woodbury

Flag Elementary School
Accountability Report Card Committee

Pamela Klein, Principal (Ex-Officio)
Joe Blatke, Teacher
Mary Iris, Teacher
Joan Herman, Secretary
James Howell, Teacher
Lois Jurgens, Teacher
Betti Luiz, Aide (Parent)
Dave Mendez, Parent
Doris Taget, Nurse
Cary Wilson, Teacher

Summary **Example**

Comments from the Acccountability Report Card Committee

Students, teachers, parents, administrators, student support staff — all of us are individuals. We have different backgrounds, different skills, and different experiences. A problem that challenges one of us takes another but a moment to solve. What frightens one of us excites another. One's pain is another's pleasure. To educate — whether as teachers, parents, support staff, or administrators — we must be aware of individual differences and respond to them appropriately.

Basic School Profile

Flag Elementary serves three neighborhoods — Fruitvale, Kingswood Estates, and part of Cyprus. Our ten-square-mile service area is about 50 percent Hispanic, 30 percent white, and 10 percent black, with the remaining 10 percent divided among Asian, Native American, and other ethnic groups.

Last year, we had approximately 630 K—6 students. They were 60 percent Hispanic, 25 percent white, 10 percent black, with the remaining 5 percent divided among other ethnic groups. Our students were about 53 percent female and 47 percent male. We had 14 disabled students (2 percent of the total). We usually have 12 to 18 disabled students enrolled in our regular instructional program.

Student Achievement

Flag Elementary is making steady, sustained progress toward academic excellence. We do not teach to tests. We teach to build foundations for future learning and academic growth—good test scores are a natural result. In striving to improve over the past several years, Flag Elementary has been fortunate:

- That parents have been very supportive and helpful
- That the curriculum has been enhanced and learning made more interesting
- That more financial help has come for instructional materials, supplies, equipment, and instructional aides
- That student support services have been built up
- That we have successfully fought back against drug dealers who were pushing their way onto the campus

The results of our efforts are paying off. Please help us continue to make gains. Getting improvements going and building a new spirit are difficult challenges; we have surmounted them. Reinforcing strengths, maintaining efforts, and continuing to improve are even more difficult challenges; they are not nearly as glamorous or as visible, but without them, our students will begin to fall behind. Our children deserve to be leading the charge toward the future, not scrambling to catch up!

Dropouts/Attendance

Last year, actual attendance rates at Flag Elementary averaged about 90 percent of enrollment. In other words, one student in every ten did not come to school. About half the absences were because of illness or other excused reasons. The rest were truant, dropouts, or otherwise unaccounted for. This level of unexcused absence is simply not acceptable to us, and we hope it's not acceptable to you either. This year, our goal is to boost actual attendance rates significantly toward the 95 percent level.

Summary **Example**

Expenditures/Services Offered

Last year, Flag Elementary cost about $2 million to operate, or approximately $3,200 per student. Roughly $2,000 per student (63 percent) was spent in the classroom for teachers, teaching aides, books, supplies, and equipment. Another $900 per student (28 percent) was spent for student support activities (such as nursing and counseling) and for administration at the school site. The remaining $300 per student (9 percent) was spent for district-provided program and administrative services.

Flag Elementary provides a variety of services above and beyond regular classroom instruction. Our counselor reviews each student's progress each year and attempts to identify and work with those who are not achieving well. Our school nurse provides emergency medical attention as permitted by law, in addition to providing health instruction to our classes throughout the year. Our school social worker identifies and assists families of students in need. Our cafeteria provides nutritious and well-balanced breakfasts and lunches for the students. In coordination with regular classroom teachers, district employees work with students who have specific learning disabilities.

Class Sizes/Teaching Loads

The California School District believes that class size is one of the real keys to improved education. Our class sizes are too large. We want to lower them. We believe we could do a better job of education if each teacher were responsible for fewer children. California law envisions all schools reaching a goal of 20 students per class over time; Flag Elementary's average is currently 31 students per class. Our district would like to hire more teachers but simply doesn't have the funds. Moreover, the district's facilities are functioning at capacity for the most part. (For those who would like more information about our district's income and how it is spent, please call the district Business Office at 555-3972.)

Textbooks and Other Instructional Materials

As a general pattern, California School District purchases new or revised textbooks (and other basic materials) for use beginning in the year following each state adoption, which is conducted on a seven-year cycle. Therefore, all of the basic textbooks we use are less than seven years old.

Counseling and Other Student Support Services

Flag Elementary has a part-time school counselor, a part-time nurse, and a part-time librarian. Through the California School District, our students have access to the services of a psychologist, a social worker, a speech and hearing specialist, and a resource specialist. Ideally, we would have full-time student support staff for a campus of our size. Our student support services personnel have work loads well above professionally recognized standards.

The California School District's governing board has made difficult choices over the years to balance classroom instructional needs, student support activities, administration, facilities, and other operational demands against limited financial resources.

Summary **Example**

Classroom Discipline and Climate for Learning

We attempt to incorporate the latest research on student motivation and effective techniques to encourage students "at risk" of failure. We encourage coordination between special services providers and classroom teachers. We have classroom, grade level, and school recognition programs that reward students for academic achievement, attendance, and good citizenship. We endeavor to have a variety of different learning experiences for each class every year, including field trips and special presentations.

FLAG ELEMENTARY HAS CLOSED THE DOOR TO DRUGS. We can and we will take extreme measures to protect the education of many students from the irresponsible actions of a few.

Quality of School Instruction and Leadership

At Flag Elementary, we have a diverse student population. We endeavor to assess, assist, and educate the whole child. As a significant part of that endeavor, we provide parents the tools to continue structured learning outside the classroom, and we encourage the use of those tools. We recognize that for our students to compete in the real world, they need much more than school alone can give them.

The complete Accountability Report Card for Flag Elementary is available on request at the School Office. It contains more detail on each of the areas discussed above, as well as including information about community involvement; teacher assignments; substitute teachers; safety, cleanliness, and adequacy of school facilities; teacher evaluations and opportunities for professional improvement; teacher and staff training; curriculum improvement programs; and a recent survey of staff and parents.

Introduction

Requirements of Law

There are no specific legal requirements for including an introduction in the School Accountability Report Card.

Recommendations in the State-adopted Model

The main objective of the School Accountability Report Card is to inform the local school community about conditions and progress being made at each local school site. All information should be presented in a format that is easily understandable to the local school community.

Preparation of the report card for each school should involve all segments of the school community, including administrators, teachers, parents, students (at the secondary level), and other interested representatives.

From the "Principles" Section of the State Board's *Model Report Card*

Although not required by Proposition 98, introductory sections describing the school's student and community profile, a goals and mission statement, and community involvement in the school may prove to be an effective way to lead into the specific reporting on the various school conditions. These could appear under the general heading, "School Description."

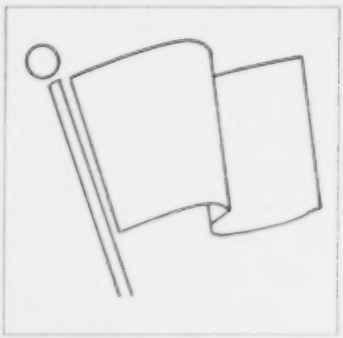
From the "Guide" Section of the State Board's *Model Report Card*

Comments

An introductory statement offers the opportunity to acquaint the reader with the purpose of the School Accountability Report Card, places the information that follows in perspective, identifies the processes by which the document was developed, highlights certain aspects of the school's operation, and meets any of a variety of other ends.

If a school site committee participates in the development of the accountability report card, the introductory statement could be prepared directly by its members.

Introduction **Example**



Accountability Report Card

Flag Elementary School
California School District

Today's Students...
Tomorrow's Leaders

Introductory Statement

In 1899, Charles H. Duell, Commissioner of the U.S. Office of Patents, said, "Everything that can be invented has been invented." At that time, however, no one had heard of computers, airplanes, penicillin, the works of James Baldwin, or Crayolas®.

Perhaps the most fundamental discovery we have made in the past 90 years is how vast the frontiers are which still lie ahead of us. The students attending Flag Elementary now will be among the pioneers who will explore those new frontiers. What awaits them is every bit as challenging and exciting as anything that awaited explorers, inventors, and leaders of the past.

The School Accountability Report Card was established by Proposition 98, an initiative passed by California voters in November, 1988. The report card, to be issued by local school boards for each elementary school and secondary school under their jurisdiction, provides parents and other interested people a variety of information about the school—its resources, its successes, and the areas where it needs improvement.

The idea behind the report card is not to pass final judgment, but to assess progress—to take stock of where we have been, where we are, and where we are headed. The information in it covers everything from student achievement to the cleanliness of the school facility. We like to believe that Flag Elementary merits the "A+" shown in the graphic above, and in some ways it does. But we recognize there are areas where the school needs improvement, and we invite all of you to join in the improvement effort.

The report card reflects an important extension and enhancement of public disclosure. It is a historic document; no other governmental agency anywhere in the world provides this level of information to the public in a readily understandable fashion on a regular basis as part of an organized, mandatory program. We hope you both enjoy Flag Elementary's first report card and find it an important and useful document. If you find ways in which we can make it a better document, please let us know.

California School District Governing Board

Helen Rodriguez Jones, President
George Ellison
Marge Elroy
Terri Sanchez
Jon Lowell
Edith Marshall
Ted Woodbury

Flag Elementary School Accountability Report Card Committee

Pamela Klein, Principal (Ex-Officio)
Joe Blatke, Teacher
Mary Iris, Teacher
Joan Herman, Secretary
James Howell, Teacher
Lois Jurgens, Teacher
Betti Luiz, Aide (Parent)
Dave Mendez, Parent
Doris Taget, Nurse
Cary Wilson, Teacher

Commentary

Requirements of Law

There are no specific legal requirements for including commentaries in the School Accountability Report Card.

Recommendations in the State-adopted Model

The main objective of the School Accountability Report Card is to inform the local school community about conditions and progress being made at each local school site. All information should be presented in a format that is easily understandable to the local school community.

Preparation of the report card for each school should involve all segments of the school community, including administrators, teachers, parents, students (at the secondary level), and other interested representatives.

From the "Principles" Section of the State Board's *Model Report Card*

Although not required by Proposition 98, introductory sections describing the school's student and community profile, a goals and mission statement, and community involvement in the school may prove to be an effective way to lead into the specific reporting on the various school conditions. These could appear under the general heading, "School Description."

From the "Guide" Section of the *Model Report Card*

Comments

A commentary, either as part of or separate from an introductory statement, offers the opportunity to focus the reader's attention on specific matters deemed most important by the accountability report card committee, governing board, or other persons responsible for the development of the document.

Commentary **Example**

Comments by the Accountability Report Card Committee

At Flag Elementary, we have set forth several basic "rules" which we urge everyone to follow — beginning with ourselves and including all of you:

- **Find time to communicate.** We are all busy with things that seem very important, but really nothing is more important than understanding one another. Teachers, administrators, student support services personnel, parents, community members, students —all of us—need to communicate clearly and forcefully. Good communication is responsible for 90 percent of the success in every endeavor we undertake.
- **Encourage creativity.** It's easy to fall into the trap of viewing everything as right or wrong, in or out, up or down. The world we live in is infinitely more complicated. If we just mindlessly follow old rules and don't look at problems creatively, we aren't really thinking. Children are naturally creative. The ones who grow up with the greatest amount of creativity left are those who will get the better paying and more satisfying careers.
- **Keep expectations high.** Everybody needs to feel like a winner from time to time, but each person also needs to know that he or she has made real accomplishments. We need to be sure that we challenge children and reward them when they reach important milestones.
- **Be courteous to one another.** None of us has yet run across a teacher, administrator, parent, or anyone in the field of education who was intentionally evil or thoughtless. Of course, we have different ideas and approaches and different opinions of what is the best thing to do in a given situation. But we all have the same goal: maximizing the learning process and giving our children the best preparation we can. Let's all work toward that goal in a friendly and courteous way.
- **Respond to the individual.** Students, teachers, parents, administrators, student support staff—each of us is an individual. We have different backgrounds, different skills, and different experiences. A problem that challenges one of us takes another but a moment to solve. What frightens one of us excites another. One's pain is another's pleasure. To educate—whether as teachers, parents, support staff, or administrators—we must be aware of individual differences and respond to them appropriately.

At Flag Elementary, we endeavor to convey respect for people, for our environment, and for our heritage. We do this by providing instruction about many things:

- The English language and other languages, stressing important works of literature
- Our society and government, including respect for the rule of law, the value of honesty and integrity, and other shared social values
- Our culture and other cultures, including appreciation for art, music, and other aspects of the humanities
- The physical world, including its universal language of mathematics, understanding and appreciation of our environment, and other aspects of scientific study

As you read this, our first Report Card, we hope what emerges is the picture of a school with a solid record of improvement, a regular faculty that is technically skilled and exceptionally cooperative, and a student body that (for the most part) really wants to perform well. Do we have problems? Of course we do, and the Report Card identifies some of the areas where we are working to do a better job. But, all in all, we are proud of what the teachers, students, and support staff at this school have accomplished over the past several years. We do our best here, and the results are worth it!

One thing more, if you have questions, comments, problems, or suggestions concerning the operation of Flag Elementary, please tell us. Our Principal, Pam Klein, endeavors to be available every day before and after school on a drop-in basis. Also, we endeavor to be present at all our PTSA meetings and other public forums. We would really enjoy meeting you, hearing your thoughts, and working with you to make Flag Elementary a better school for your child.

School Profile

Requirements of Law

There are no specific legal requirements for including a school profile in the School Accountability Report Card.

Recommendations in the State-adopted Model

The main objective of the School Accountability Report Card is to inform the local school community about conditions and progress being made at each local school site. All information should be presented in a format that is easily understandable to the local school community. Statistical information should be presented in a way that enables the reader to evaluate significance.

As appropriate throughout, report cards should display statistical information regarding staff and students by gender, ethnicity, and handicapping conditions to reflect progress toward educational and employment equity.

From the "Principles" Section of the State Board's *Model Report Card*

Although not required by Proposition 98, introductory sections describing the school's student and community profile, a goals and mission statement, and community involvement in the school may prove to be an effective way to lead into the specific reporting on the various school conditions. These could appear under the general heading, "School Description."

Information concerning the school's location, its student enrollment, ethnic composition, and other demographic factors will be informative. This section should be relatively brief, relying on graphs and tables for visual simplicity.

From the "Guide" Section of the *Model Report Card*

Comments

Maps or general descriptions could be used to acquaint the reader with the attendance area of each school. Statistical information about students and staff could be presented either in table or graph form.

School Profile — Example

Basic School Profile

Flag Elementary serves three neighborhoods: Fruitvale, Kingswood Estates, and part of Cyprus. Our ten-square-mile service area is about 50 percent Hispanic, 30 percent white, and 10 percent black, with the remaining 10 percent divided among Asian, Native American, and other ethnic groups.

Table 1 shows the breakdown by gender, ethnicity, and handicapping condition of our student population over the past four years.

Table 1. Composition of Students by Gender, Ethnicity, and Handicapping condition, Flag Elementary School

Year	No.	Black	Hisp.	White	Other	Male	Female	Handicapped
1984-85	621	9%	63%	22%	6%	48%	52%	2%
1985-86	624	9%	63%	22%	6%	47%	53%	2%
1986-87	615	8%	62%	22%	8%	48%	52%	3%
1987-88	626	9%	61%	24%	6%	48%	52%	3%
1988-89	630	10%	60%	25%	5%	47%	53%	2%

Last year, we had approximately 630 K—6 students. They were 60 percent Hispanic, 25 percent white, 10 percent black, with the remaining 5 percent divided among other ethnic groups. Our students were about 53 percent female and 47 percent male. We had 14 disabled students (2 percent). Normally, we have 12 to 18 disabled students enrolled in our regular instructional program. They receive individualized attention as necessary from a resource specialist and a speech and hearing specialist, who are provided by the district on a pull-out basis.

Our regular school staff has about 36 people; some serve full-time, others serve part-time. We have 21 full-time teachers; we also have a part-time school nurse who provides some health instruction, a part-time counselor, a part-time librarian, six teacher aides, two food service personnel, two custodial personnel, a school secretary, and the principal. There are other employees of the California School District who provide services to our school, including several bus drivers, a speech and hearing specialist, a resource specialist, two curriculum coordinators, and various district administrative personnel.

Table 2 shows a breakdown of the district's personnel by gender, ethnicity, and handicapping condition last year. Twenty-two of the district's 602 employees (3.7 percent) were disabled. The composition of personnel among the various school sites within the California School District, including Flag Elementary, is generally reflective of the district as a whole.

Table 2. Composition of Personnel by Gender, Ethnicity, and Handicapping Condition Within Job Classifications, California School District

	Black	Hisp.	White	Other	Male	Female	Handicapped
Administrative	13%	18%	65%	4%	68%	32%	0%
Student Support*	8%	30%	46%	16%	47%	53%	2%
Teachers	7%	32%	50%	11%	34%	66%	1%
Classified**	10%	37%	40%	13%	29%	71%	2%
Total	9%	30%	50%	11%	42%	58%	4%

* Nonadministration and nonteaching certificated or credentialed personnel providing services to students, such as counselors, nurses, librarians, and psychologists.

** Noncredentialed employees, such as secretaries, custodians, bus drivers, and groundskeepers.

Goals and Mission Statement

Requirements of Law

There are no specific legal requirements for including a goals and mission statement in the School Accountability Report Card.

Recommendations in the State-adopted Model

The main objective of the School Accountability Report Card is to inform the local school community about conditions and progress being made at each local school site. All information should be presented in a format that is easily understandable to the local school community. Statistical information should be presented in a way that enables the reader to evaluate significance.

From the "Principles" Section of the State Board's *Model Report Card*

Although not required by Proposition 98, introductory sections describing the school's student and community profile, a goals and mission statement, and community involvement in the school may prove to be an effective way to lead into the specific reporting on the various school conditions. These could appear under the general heading, "School Description."

The basic educational goals of the school and approaches to instruction and organization, possibly listed in summary fashion, would help introduce the program discussions that follow.

From the "Guide" Section of the *Model Report Card*

Comments

Depending on its complexity, a school's goals and mission statement could be included verbatim.

If the goals and mission are interwoven with other introductory material, it may be unnecessary to have them listed under a separate heading.

Goals and Mission Statement — Example

Goals and Mission Statement

Flag Elementary School is dedicated to a single major purpose: providing the best educational experience for each student who enrolls. Our teachers, administrators, and support staff endeavor to direct their energies primarily toward that end.

Within our overall mission, we have established specific goals—goals that we review each year as a total institution. This year we have dedicated all our goals to an instructional program in which we resolve to convey respect for people, for our environment, and for our heritage. We will emphasize:

- The English language and other languages, stressing important works of literature
- Our society and government, including respect for the rule of law, the value of honesty and integrity, and other shared social values
- Our culture and other cultures, including appreciation for art, music, and other aspects of the humanities
- The physical world, including its universal language of mathematics, understanding and appreciation of our environment, and other aspects of scientific study

Community Involvement

Requirements of Law

There are no specific legal requirements for including in the School Accountability Report Card a statement on the communitiy's involvement in the school.

Recommendations in the State-adopted Model

The main objective of the School Accountability Report Card is to inform the local school community about conditions and progress being made at each local school site. All information should be presented in a format that is easily understandable to the local school community. Statistical information should be presented in a way that enables the reader to evaluate significance.

From the "Principles" Section of the State Board's *Model Report Card*

Although not required by Proposition 98, introductory sections describing the school's student and community profile, a goals and mission statement, and community involvement in the school may prove to be an effective way to lead into the specific reporting on the various school conditions. These could appear under the general heading, "School Description."

Under this [community involvement] section, the report card could identify any efforts made by the school to involve parents in school site councils, parent-teacher organizations, advisory groups, etc. Compacts (involving institutions of higher education and/or the business community), business/school partnerships, and community participation programs could be highlighted.

From the "Guide" Section of the *Model Report Card*

Comments

This is an area where, in a complimentary fashion, individuals and organizations could be identified by name. Also, this section could highlight the particular outreach efforts a school and district are making and enlist readers in those efforts.

Community Involvement — Example

Community Involvement

Flag Elementary has a very active Parent-Teacher-Student Association (PTSA). About 150 parents and six students attended meetings regularly last year. Ten parents and two students regularly participated on our school site council, helping shape new curriculum offerings and new policies on safety (which will be discussed later in more detail). We are proud to say that participating parents reflected the rich and diverse ethnicity of our service area.

We want to encourage more parents to join the Flag Elementary PTSA. Please call Jenny Jackson (555-2345) or Bill Roybal (555-2631), this year's co-chairs, if you would like more information.

Flag Elementary is part of the Quality Education Program. We encourage all parents to read to their children every day. We send schoolwork home each week for parents' inspection and comment. We have regular conferences with teachers and parents. You will find out more about the program during the parent conferences with your child's teacher. If you can't wait until then, ask your child's teacher about the Quality Education Program today! We really believe in it; we want you to know more about it.

During 1986-87, Flag Elementary was "adopted" by Fruitvale Builders Exchange. The association has paid dividends for both of us. Fruitvale Builders provided us new playground equipment, employee time for special maintenance projects, and established Flag Elementary's GRADUATE PROGRAM—any Flag Elementary student who goes on to graduate from high school will receive a $100 US Savings Bond from Fruitvale Builders. Special discounts are also offered to the parents of Flag Elementary students. Fruitvale Builders is very pleased with the "new look" of Flag Elementary, as well as with the improvements we've been making in our curriculum offerings. They also report that business from Flag Elementary parents has risen dramatically.

Flag Elementary is actively seeking other partnerships or compacts with local businesses. Through these arrangements, we hope to find additional human and monetary resources, as well as equipment and supplies, to benefit our children.

Flag Elementary is also pleased with the support received from brother and sister public agencies. The State City Police and Fire Departments, as well as Mercy Hospital, provide personnel and demonstration programs every year. We believe these efforts contribute significantly to our goal of improving the safety, security, and drug-free environment of our students, both at school and at home.

Flag Elementary would like to have a regular monthly newsletter for parents. In last year's survey, a number of parents suggested that a regular newsletter would prove beneficial. Right now, we just don't have the resources or volunteer time to achieve that objective. If you could help in any way—such as, writing, editing, preparing copy for publication, printing—please contact our Principal, Pamela Klein (555-2287).

Student Achievement

Requirements of Law

The School Accountability Report Card shall include . . . an assessment of student achievement in and progress toward meeting reading, writing, arithmetic, and other academic goals.

Education Code §33126(a) and §35256(a), as added by Proposition 98

Recommendations in the State-adopted Model

An assessment, for purposes of the School Accountability Report Card, means descriptive or statistical information that provides a substantive evaluation—that is, a way for the reader to judge or determine significance, value, character, quality, or importance.

From the "Introduction" Section of the State Board's *Model Report Card*

The main objective of the School Accountability Report Card is to inform the local school community about conditions and progress being made at each local school site. All information should be presented in a format that is easily understandable to the local school community. Statistical information, such as test scores, should be presented in a way that enables the reader to evaluate significance.

The report card should assess school program performance and conditions, not the performance of individual staff or students.

As appropriate throughout, report cards should display statistical information regarding staff and students by gender, ethnicity, and handicapping conditions to reflect progress toward educational and employment equity.

From the "Principles" Section of the *Model Report Card*

Report the school's California Assessment Program (CAP) results, in relation to state averages and comparison groups (relative ranks), for at least the past three years.

Report locally administered measures, in relation to national, state, or other benchmarks, where appropriate, to reflect more fully achievement in and progress toward meeting reading, writing, arithmetic, and other academic goals.

From the "Model" Section of the *Model Report Card*

CAP score reporting is intended to reveal school progress and trends over time. School performance data should be displayed in relation to statewide averages and comparison groups (relative ranks), so as to make them more meaningful to readers. Here, in particular, data should also reflect performance by gender and ethnicity (where sample size is sufficient), so that readers can assess the school's success in addressing educational equity.

To give a more complete perspective on student achievement and progress, districts may also want to report the results of other locally administered norm-referenced or criterion-referenced measures (e.g., *CTBS*, proficiency tests, etc.) or state-administered high school equivalency exams (e.g., *GED* and *CHSPE*). Schools may also wish to report *SAT*, *ACT*, and *PSAT* scores; honors, advanced placement, or vocational course enrollments; results of the *California Physical*

and Health-Related Fitness Test; evaluation criteria, other than standardized tests, for kindergarten through grade two; or other measures which would help the local community assess student achievement and progress toward meeting academic goals. School boards should determine the other measures which best indicate student performance.

From the "Guide" Section of the *Model Report Card*

Comments

Report cards should not include test score information when "groups" reported have only a single individual in them.

Test score information could be displayed either in tabular form or graphically. It is wise to include some text to direct the reader's attention to the most important statistics.

Data concerning CAP tests can be extracted from current and past issues of the school's Performance Report.

Student Achievement — Example

Student Achievement

Tables 3 through 5 show the performance of Flag Elementary's third and sixth graders on the California Assessment Program (CAP) since 1983-84. The CAP tests third and sixth graders in reading and mathematics. Table 3 shows our rankings both in relation to the state average and in relation to comparison schools—that is, schools with student bodies similar to Flag Elementary's. The tables show that:

- Last year, our performance was about even with the statewide average at both grade levels tested and in both reading and mathematics.
- We have generally ranked higher than about two-thirds of our comparison schools.
- Our growth in reading performance at the third grade level has been close to the state as a whole over the past five years.

Table 3. Performance of Third and Sixth Grade Students on California Assessment Program, Flag Elementary School

	Sixth Grade: Reading				Sixth Grade: Mathematics			
	Actual Scores		Ranked Against		Actual Scores		Ranked Against	
Year	School	State Average	State as a Whole	Comparison Schools	School	State Average	State as a Whole	Comparison Schools
1983-84	247	249	49%	72%	264	261	52%	79%
1984-85	250	253	49%	74%	266	264	51%	78%
1985-86	258	260	49%	74%	270	268	51%	78%
1986-87	257	260	48%	73%	271	270	52%	80%
1987-88	263	265	49%	76%	273	270	52%	79%
1988-89	2__	2__	49%	76%	2__	2__	52%	80%
Growth								
5—Year	+__	+__			+__	+__		
1—Year	+__	+__			+__	+__		

	Third Grade: Reading				Third Grade: Mathematics			
	Actual Scores		Ranked Against		Actual Scores		Ranked Against	
Year	School	State Average	State as a Whole	Comparison Schools	School	State Average	State as a Whole	Comparison Schools
1983-84	265	268	49%	72%	277	274	52%	79%
1984-85	271	274	49%	74%	280	278	51%	78%
1985-86	278	280	49%	74%	285	283	51%	78%
1986-87	279	282	48%	73%	288	285	52%	80%
1987-88	280	282	49%	76%	284	281	52%	79%
1988-89	2__	2__	49%	76%	2__	2__	52%	80%
Growth								
5—Year	+__	+__			+__	+__		
1—Year	+__	+__			+__	+__		

Student Achievement — Example

- Our growth in mathematics performance at the third grade level has been about even with the state as a whole.
- Reading performance at the sixth grade level has improved over the five years, which is in keeping with the state as a whole, but it has not been as consistent as our growth in mathematics.
- Mathematics performance at the sixth grade level has been strong each of the past five years, exceeding the state average.
- Our Hispanic and black students' scores show the most gain in mathematics at the sixth grade level. Over the past year, black students' scores at both the third and sixth grade levels in reading and mathematics met or exceeded our overall performance level. (CAP results are not available based on handicapping conditions.)
- Mathematics performance among our male and female students is evenly matched at the third and sixth grade levels.

Table 4. Breakdown of CAP Scores by Ethnicity, Flag Elementary School

	Sixth Grade: Reading					Sixth Grade: Mathematics				
Year	Black	Hispanic	White	Asian	All	Black	Hispanic	White	Asian	All
1983-84										
1984-85	Data Not Available					Data Not Available				
1985-86										
1986-87	247	256	256	327	257	241	244	270	316	271
1987-88	249	257	257	329	263	244	247	274	318	273
1988-89	252	258	259	330	265	249	251	276	321	277
Growth										
2—Year	+5	+2	+3	+3	+3	+8	+7	+6	+6	+6
1—Year	+3	+1	+2	+1	+1	+5	+4	+2	+3	+4

	Third Grade: Reading					Third Grade: Mathematics				
Year	Black	Hispanic	White	Asian	All	Black	Hispanic	White	Asian	All
1983-84										
1984-85	Data Not Available					Data Not Available				
1985-86										
1986-87	—	237	283	369	279	—	270	282	355	288
1987-88	235	237	283	369	280	265	269	280	353	284
1988-89	238	239	285	370	283	268	270	282	355	287
Growth										
2—Year	—	+2	+2	+1	+4	—	+0	+0	+0	-1
1—Year	+3	+2	+2	+1	+3	+3	+1	+2	+2	+3

Student Achievement — Example

Table 5. CAP Scores by Gender, Flag Elementary School

	Grade 6: Reading			Grade 6: Mathematics			Grade 3: Reading			Grade 3: Mathematics		
Year	Male	Female	All	Male	Female	All	Male	Female	All	Male	Female	All
1983-84	230	266	247	265	264	264	250	295	265	277	278	277
1984-85	233	283	250	267	268	266	255	300	271	280	280	280
1985-86	241	277	258	271	272	270	261	306	278	286	285	285
1986-87	240	276	257	271	272	271	262	306	279	288	288	288
1987-88	246	282	263	272	274	273	263	307	280	284	285	284
1988-89	248	285	265	278	279	277	266	311	283	286	287	287
Growth												
5—Year	+18	+19	+18	+13	+15	+13	+16	+16	+17	+9	+9	+10
1—Year	+2	+3	+3	+6	+5	+4	+3	+4	+3	+2	+2	+3

The California School District has established performance standards for each of grades two through six in the district, which cut across all subject matter areas. Flag Elementary's students have been among the best in the district at meeting those standards. Table 6 shows our performance. Currently, data on the district's performance standards are not collected by ethnicity, gender, or handicapping condition. However, the district's governing board has changed that policy effective in 1990-91.

Flag Elementary is making steady, sustained progress toward academic excellence. We do not teach to tests. We teach to build foundations for future learning and academic growth; good test scores are a natural result. In striving to improve over the past several years, Flag Elementary has been fortunate:

- That parents have been very supportive and helpful.
- That the curriculum has been enhanced and learning made more interesting.
- That more financial help has come for instructional materials, supplies, equipment, and instructional aides.
- That student support services have been built up.
- That we have successfully fought back against drug dealers who were pushing their way onto the campus.

The results of our efforts are paying off. Please help us continue to make gains. Getting improvements going and building a new spirit are difficult challenges; we have surmounted them. Reinforcing strengths, maintaining efforts, and continuing to improve are even more difficult challenges. They are not nearly as glamorous or as visible, but without them, our students will begin to fall behind. Our children deserve to be leading the charge toward the future, not scrambling to catch up!

Table 6. Percent Passing California School District Standards, by Grade Level, Flag Elementary

Grade	1985-86	1986-87	1987-88	1988-89
2	93.0%	93.7%	95.3%	95.8%
3	91.4%	92.3%	94.3%	95.1%
4	89.8%	91.0%	93.2%	94.5%
5	88.2%	89.6%	92.2%	93.8%
6	87.5%	89.0%	91.8%	93.5%
Average	90.5%	91.5%	93.4%	94.3%

Dropout Rates

Requirements of Law

The School Accountability Report Card shall include . . . an assessment of . . . progress toward reducing dropout rates.

Education Code §33126(a) and §35256(a), as added by Proposition 98

Recommendations in the State-adopted Model

An assessment, for purposes of the School Accountability Report Card, means descriptive or statistical information that provides a substantive evaluation—that is, a way for the reader to judge or determine significance, value, character, quality, or importance.

From the "Introduction" Section of the State Board's *Model Report Card*

The main objective of the School Accountability Report Card is to inform the local school community about conditions and progress being made at each local school site. All information should be presented in a format that is easily understandable to the local school community. Statistical information, such as test scores, should be presented in a way that enables the reader to evaluate significance.

The report card should assess school program performance and conditions, not the performance of individual staff or students.

As appropriate throughout, report cards should display statistical information regarding staff and students by gender, ethnicity, and handicapping conditions to reflect progress toward educational and employment equity.

From the "Principles" Section of the *Model Report Card*

Report dropout rates listed in CBEDS data for the school site over the most recent three-year period. (Applicable to high schools only.)

Report actual attendance or absence rates by grade level.

List any intervention programs to promote attendance and/or to reduce dropout rates.

From the "Model" Section of the *Model Report Card*

The dropout rates for the preceding three years should be included for high schools, based on CBEDS reports.

Information for the past three years on enrollment, excused and unexcused absence, truancy, tardiness, and actual attendance should be included for all schools.

The emphasis in this assessment area should be on plans to promote attendance and progress being made to reduce dropout rates. Intervention programs conducted at the school and their effectiveness should be noted.

From the "Guide" Section of the *Model Report Card*

Dropouts/Attendance **Example**

Dropouts/Attendance

Table 7 shows attendance rates at Flag Elementary for the past three years. They have been improving steadily. However, last year, actual attendance rates at Flag Elementary averaged about 94 percent of enrollment. In other words, one student in every 20 did not come to school. About half the absences were because of illness or other excused reasons. The rest were truant, dropouts, or otherwise unaccounted for. This level of unexcused absence is simply not acceptable to us—and we hope it's not acceptable to you either.

Table 7. Enrollment and Attendance at Flag Elementary*

	1986-87		1987-88		1988-89	
Type of data	Range	Average	Range	Average	Range	Average
Enrolled	594-624	615	602-640	626	614-637	630
Excused	14-26	20	12-30	20	15-28	21
Unexcused	9-59	30	8-44	26	6-33	19
Attending	545-582	565	550-620	580	575-600	590
Actual Attendance Rate	91.8%		92.6%		93.6%	

* To report actual attendance more accurately, the Department of Education is in the process of implementing procedural changes which should take effect in 1990-91.

This year, our goal is to boost actual attendance rates significantly toward the 97 percent level, reflecting the elimination of unexcused absences. Our plans to achieve that objective include:

- Phoning the first day a child is absent
- Providing family counseling for every student identified as "at risk" of dropping out
- Establishing a "buddy system" among students so that they help keep account of one another
- Stressing the bond between student and teacher to make students want to keep their teachers informed

In some cases, parents move and fail to notify the school. Please help us keep the number of students unaccounted for down to a minimum by notifying the school of relocations.

A high school dropout is truly a wasted resource, but a dropout in the elementary grades is a tragedy. PLEASE, HELP US KEEP ALL OUR CHILDREN IN SCHOOL!

Expenditures

Requirements of Law

The School Accountability Report Card shall include . . . an assessment of . . . estimated expenditures per student and types of services funded.

Education Code 33126(a) and 35256(a), as added by Proposition 98

Recommendations in the State-adopted Model

An assessment, for purposes of the School Accountability Report Card, means descriptive or statistical information that provides a substantive evaluation—that is, a way for the reader to judge or determine significance, value, character, quality, or importance.

From the "Introduction" Section of the State Board's *Model Report Card*

The main objective of the School Accountability Report Card is to inform the local school community about conditions and progress being made at each local school site. All information should be presented in a format that is easily understandable to the local school community. Statistical information, such as test scores, should be presented in a way that enables the reader to evaluate significance.

As appropriate throughout, report cards should display statistical information regarding staff and students by gender, ethnicity, and handicapping conditions to reflect progress toward educational and employment equity.

Form the "Principles" Section of the *Model Report Card*

Report per student expenditures from the General Fund and from categorical funds, based on district averages.

List types of services funded, including categorical and other special programs, e.g., special education, counseling, library services, social work, psychology, child welfare and attendance, and LEP services.

From the "Model" Section of the *Model Report Card*

Expenditures per student from the General Fund, and for categorically funded programs, should be included based upon district averages. The report card should list the types of services funded at the school site, including categorical programs (e.g., GATE, transportation, and special education). Specific support levels for each of the services and the number of students served may be included.

Information should also be included concerning the allocation of General Fund expenditures so that readers will know how funds are being spent. Expenditures could be separated into (1) direct pupil services costs (i.e., funds spent in the classroom); (2) school site costs for student support services, plant operations, administration, etc.; and (3) district costs for district-provided services, administration, etc.

From the "Guide" Section of the *Model Report Card*

Comments

Districts may wish to report spending for various categories of services based on averages. A worksheet and instructions for that purpose follow the example.

Expenditures — Example

Expenditures/Services Offered

Last year, Flag Elementary cost about $2 million to operate, or approximately $3,200 per student. Roughly $2,000 per student (63 percent) was spent in the classroom for teachers, teaching aides, books, supplies, and equipment. Another $1000 per student (31 percent) was spent for student support activities (like nursing and counseling) and for administration at the school site. The remaining $200 per student (6 percent) was spent for district-provided program and administrative services.

Our overall funding level was up about 3 percent between 1986-87 and 1987-88, and up another 3 percent between 1987-88 and 1988-89. We receive some "categorical" support — that is, funds which must be used for specific children or services. We receive about $30,000 in federal funds for our low-achieving students, $30,000 in state funds for our limited-English-proficient students, and $17,000 from School Improvement (which is allocated by our School Site Council).

Flag Elementary provides a variety of services above and beyond regular classroom instruction. Our counselor reviews each student's progress each year and attempts to identify and work with those who are not achieving well. Our school nurse provides emergency medical attention as permitted by law, in addition to providing health instruction to our classes throughout the year. Our school social worker identifies and assists families of students in need. Our cafeteria provides nutritious and well-balanced breakfasts and lunches for the students. District employees work with students who have specific learning disabilities in coordination with regular classroom teachers.

Expenditures — Example

Costs of Operating the School — July 1, 1988, Through June 30, 1989

School Name Flag Elementary School **Enrollment** 630

Cost Category	FTE Pictorial Display	Total	Per Student	Percent of Total
DIRECT PUPIL SERVICES COSTS		**$ 1,287,986**	**$ 2,043**	**63 %**
Instruction				
Teachers 24 fte	●●●●●●●●●●●●	$ 812,792	$ 1,290	40 %
Instructional aides 7 fte	●●●●●●●	$ 75,197	$ 119	3 %
Employee benefits (teachers and aides)		$ 221,997	$ 352	11 %
Books, supplies, equipment, and other costs		$ 94,000	$ 149	5 %
Pupil Support 2 fte Counselors, psychologists, and nurses salaries and benefits; supplies; other costs	●●	$ 84,000	$ 133	4 %
SCHOOL SITE COSTS		**$ 629,000**	**$ 1,000**	**31 %**
Instructional Support 3 fte Curriculum supervisors and specialists; librarians and library aides; media technicians salaries and benefits; supplies; other costs	●●●	$ 95,000	$ 151	5 %
School Site Leadership 3 fte Principal, vice-principal, other supervisors; secretaries and clerical staff salaries and benefits; supplies; other costs	●●●	$ 139,000	$ 221	7 %
Plant Maintenance and Operations 6 fte Custodians, painters, gardeners salaries and benefits; supplies; utilities; insurance; maintenance costs	●●●●●●	$ 240,000	$ 381	12 %
Food 2 fte Cafeteria workers salaries and benefits; food and supplies; other costs	●●	$ 86,000	$ 137	4 %
Transportation 2 fte Bus drivers and mechanics salaries and benefits; buses; fuel and supplies; other costs	●●	$ 69,000	$ 110	3 %
DISTRICT COSTS		**$ 120,000**	**$ 190**	**6 %**
District Administration 3 fte District administrators per school including superintendents, secretaries and clerical staff salaries and benefits; equipment; office supplies; other costs	●●●	$ 120,000	$ 190	6 %
TOTAL COSTS		**$ 2,036,986**	**$ 3,233**	**100 %**

Expenditures **Example**

Instructions for Completing "Costs of Operating the School"

For each school, "Costs of Operating the School" identifies the costs of delivering various program services on behalf of students and the staffing necessary to deliver these services. This display is completed by the school site administrator, with the assistance of district personnel, as necessary.

Program services costs are accumulated at the district level. Each district needs to provide these program costs for each school site. To determine the costs for each school, two methods are available:

- Distribute program service costs on a pro-rata or "averaged" basis to each school site.
- Maintain a separate accounting for all program costs for each school site.

By far the easier, less time consuming, and probably more accurate method is the former. In most districts, the latter method would require a complete school-site-based accounting system.

The first method involves developing an average district-wide cost per service unit, and subsequently applying the average cost to each school site. The instructions for this method are as follows:

METHOD 1: DISTRIBUTING PROGRAM COSTS USING THE "AVERAGED" METHOD

School districts presently accumulate costs within state-defined and federally-defined program service areas. These service areas parallel the program service costs displayed in "Cost of Operating the School."

Program Services

Instruction
Teachers' salaries
Instructional aides' salaries
Employee benefits
Books, supplies, equipment, and other costs
Pupil support
Instructional support
Improvement of instruction
Educational media
School site leadership (administration)
Operation and maintenance of plant
Food services
Student transportation

Average program costs are developed using total full-time equivalent (fte) staff for those programs in which all staff are assigned directly to the school sites. Examples of such assignments would be teaching staff, principal, vice-principal, nurse, and so forth. For those programs in which all staff are not directly assigned to the school sites, average costs are developed using total number of classrooms used for instruction as the divisor. Examples of such assignments might be maintenance staff, bus drivers, and district office staff.

Step 1. District Calculates Average, District-wide Program Costs

To determine the average district-wide program costs per fte or classroom, the following information must be gathered at the district level:

A. **Program costs.** Accumulate the total district-wide costs for each service program listed above. (Note: these costs should equal Column 3 of Form J-380; costs remaining in Column 3 for Special Projects should be added to the Instructional costs.)

B. **Fte information.** Accumulate the total fte staff within each service program included in this report. The fte information is needed for all programs.

C. **Classrooms used.** Accumulate the total classrooms used for instructional purposes. This number may be most easily derived by calculating the total fte for classroom teachers in the district.

Expenditures — Example

The formula to calculate the average, district-wide cost for each program is:

For programs whose staff are directly assigned to school sites

Total program costs ÷ Total fte = Average cost per fte

For programs whose staff are NOT all directly assigned to school sites

Total program costs ÷ Total classrooms used = Average cost per classroom

These average costs per program are then provided to each school site administrator by the district office.

Step 2. District Calculates Allocated, District-Wide Program FTE

The "Costs of Operating the School" report includes the display of fte information for all services programs available at the school site. For those service programs in which all of the staff are assigned directly to the school sites, the fte for each school can be identified with reasonable ease.

However, for those service programs in which all of the staff are NOT directly assigned to the school sites, the district-wide program fte must be allocated in the same way that the district-wide program costs were distributed:

Total program fte ÷ Total classrooms used = Allocated fte per classroom

The average fte per program is then provided to each school site administrator by the district office.

Step 3. School Administrator Calculates the Average Program Costs for the School Site

To determine the average program costs for each school, the following information must be available:

A. **Average program costs.** This is provided by the district office (as covered in Step 1, above).

B. **Fte information.** Accumulate the school-wide fte staff for each program in which all staff are assigned directly to the schools.

C. **Classrooms used.** Accumulate the total classrooms used for instructional purposes at the school.

The formula to calculate the average program costs for the school site is:

For programs whose staff are directly assigned to school sites

Average program costs x school fte = Average cost per school

For programs whose staff are NOT all directly assigned to school sites

Average program costs x School classrooms used = Average cost per school

Step 4. School Administrator Calculates the Allocated Program FTE for the School Site

As noted previously, the "Cost of Operating the School" report includes the display of fte information for all service programs available at the school site. For those service programs in which all of the staff are NOT directly assigned to the school, the average program fte must be determined for each school in the same way that the average program costs were determined:

Allocated program fte x School classrooms used = Allocated fte per school

Step 5. School Administrator Completes the "Cost of Operating the School" Report

The "Cost of Operating the School" report is compiled by the school administrator. Using the elements previously developed, the pictorial display of the program cost/fte information might be completed as follows:

Program	Fte	Costs
Instruction	Assigned	Average cost x Assigned fte
Pupil support	Assigned	Average cost x Assigned fte
Instructional support	Allocated	Average cost x Classrooms
School site leadership	Assigned	Average cost x Assigned fte
Operation/maintenance	Allocated	Average cost x Classrooms
Food services	Allocated	Average cost x Classrooms
Student transportation	Allocated	Average cost x Classrooms

Expenditures — Example

Separate from the "Cost of Operating the School" report, the model School Accountability Report Card directs the preparation of a listing and description of significant services offered at the school. Within that listing and description, the presence of major categorically funded programs at the school should be noted, along with the approximate impact of funding from the categorical sources on the school's overall operating costs.

Class Sizes/Teaching Loads

Requirements of Law

The School Accountability Report Card shall include . . . an assessment of . . . progress toward reducing class sizes and teaching loads.

Education Code § 33126(a) and § 35256(a), as added by Proposition 98

Recommendations in the State-adopted Model

An assessment, for purposes of the School Accountability Report Card, means descriptive or statistical information that provides a substantive evaluation—that is, a way for the reader to judge or determine significance, value, character, quality, or importance.

From the "Introduction" Section of the State Board's *Model Report Card*

The main objective of the School Accountability Report Card is to inform the local school community about conditions and progress being made at each local school site. All information should be presented in a format that is easily understandable to the local school community. Statistical information, such as test scores, should be presented in a way that enables the reader to evaluate significance.

From the "Principles" Section of the *Model Report Card*

Report the distribution of class sizes at the school site by grade level or by department (as appropriate) and the average class size, using CBEDS information.

For high schools and middle schools with departmentalized programs, report the distribution of teaching loads and the average teaching load, using CBEDS information.

Describe any plans, programs, and progress to reduce class sizes and/or teaching loads.

From the "Model" Section of the *Model Report Card*

Using the most recent CBEDS report, a display of class sizes at the school site by grade level or by department, as appropriate, should be shown, along with the average class size. For high schools and middle schools with departmentalized programs, a display of teaching loads should be shown, along with the average teacher load.

The emphasis in this assessment area should be placed on briefly describing efforts being made to reduce class sizes and teaching loads, or special adjustments that are made in class sizes and teaching loads for programs; e.g., year-round school programs, instructional aides, and classroom volunteers.

From the "Guide" Section of the *Model Report Card*

Class Sizes/Teaching Loads — Example

Class Sizes/Teaching Loads

Table 8 shows that our median class size and teaching load at Flag Elementary have remained a steady 31 for the past four years, although the medians vary grade by grade. The median represents the class size or teaching load confronting at least 50 percent of the students or teachers. You will notice that median class sizes are larger in grades four through six. This is because we receive some of the children in those grade levels from the C. F. Howard School's attendance area. That school is at capacity and simply has no place to house the students.

Currently, we are operating three classes at each grade level with a single regular teacher in each classroom. Some classroom teachers have part-time assistance from teachers' aides.

The California School District believes that class size is one of the real keys to improved education. Our class sizes are too large. We want to lower them. We believe we could do a better job of education if each teacher were responsible for fewer children. California law envisions all schools reaching a goal of 20 students per class over time; Flag Elementary's average is currently 31 students per class. Our district would like to hire more teachers but simply doesn't have the funds. Moreover, the district's facilities are functioning at capacity for the most part. (If you would like more information about our district's income and expenditures, please call the district Business Office at 555-3972.)

Table 8. Median* Class Sizes and Teaching Loads by Grade Level for Regular Classroom Instruction, Flag Elementary

Grade level	1985-86	1986-87	1987-88	1988-89
Kingergarten	29	30	30	30
Grade 1	29	29	30	30
Grade 2	29	29	29	30
Grade 3	29	29	29	29
Grade 4	32	31	34	33
Grade 5	35	34	33	35
Grade 6	34	37	34	33
Overall	31	31	31	31

*Class size and teaching load confronting at least 50 percent of the students and teachers at each grade level.

Our district is considering another alternative that would help lower class sizes and teaching loads: placing Flag Elementary (among other schools) on year-round school status. There are important advantages and disadvantages to year-round status. Our district board members and staff are very interested in your opinion of the alternative. (For more information, please call the district Facilities Office at 555-9025.)

Teachers' Assignments

Requirements of Law

The School Accountability Report Card shall include . . . an assessment of . . . any assignment of teachers outside their subject areas of competence.

Education Code § 33126(a) and § 35256(a), as added by Proposition 98

Recommendations in the State-adopted Model

An assessment, for purposes of the School Accountability Report Card, means descriptive or statistical information that provides a substantive evaluation—that is, a way for the reader to judge or determine significance, value, character, quality, or importance.

From the "Introduction" Section of the State Board's *Model Report Card*

The main objective of the School Accountability Report Card is to inform the local school community about conditions and progress being made at each local school site. All information should be presented in a format that is easily understandable to the local school community. Statistical information, such as test scores, should be presented in a way that enables the reader to evaluate significance.

The report card should assess school program performance and conditions, not the performance of individual staff or students.

From the "Principles" Section of the *Model Report Card*

Report the number of teachers assigned to classrooms outside their credential's authorization. Provide explanations as necessary.

From the "Model" Section of the *Model Report Card*

Chapter 1376, Statutes of 1987 (SB 435), established a mandatory reporting procedure for any assignment of teachers outside their areas competence. Using information provided in this report, schools should list the number of teachers assigned to classrooms outside their credential's authorizations. As necessary, explanations of the nature and extent of, and rationale for, such assignments should be included.

From the "Guide" Section of the *Model Report Card*

Comments

As shown in the following example, individual teachers could be highlighted in a complimentary fashion.

Teachers' Assignments — Example

Teachers' Assignments

Under California law, teaching credentials for the elementary grades permit instruction across all subject matter areas. Therefore, Flag Elementary has experienced no problems with the assignment of teachers outside the subject areas where they are qualified to provide instruction.

Moreover, as a matter of cooperative school policy, we have endeavored to take advantage of the special expertise of our teachers. Our teachers exchange classrooms with their colleagues from time to time when they can offer students special instruction based on their advanced education, specialized training, or experience.

Dave Masters, one of our fifth grade teachers, is also an experienced farmer. Last year, he gave "guest presentations" in each of our second through sixth grade classrooms on agriculture and its importance to our state and our community. The presentations were geared for the different age levels and proved to be outstanding learning experiences for the pupils.

Peg Jones, one of our kindergarten teachers, is also a professional actress and maintains her membership in the Screen Actors Guild. She, too, gave "guest presentations" in other classrooms about the real work of show business. The pupils who listened to her and participated in the acting exercises she included gained much more understanding of, and appreciation for, how television programs and motion pictures are made.

As these two examples show, we regard each teacher at Flag Elementary as a real resource. We encourage teachers to work with one another so that their individual expertise can be molded into the most effective total program.

Instructional Materials

Requirements of Law

The School Accountability Report Card shall include ... an assessment of ... [the] quality and currency of textbooks and other instructional materials.

Education Code § 33126(a) and § 35256(a), as added by Proposition 98

Recommendations in the State-adopted Model

An assessment, for purposes of the School Accountability Report Card, means descriptive or statistical information that provides a substantive evaluation—that is, a way for the reader to judge or determine significance, value, character, quality, or importance.

From the "Introduction" Section of the State Board's *Model Report Card*

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From the "Principles" Section of the *Model Report Card*

Describe the school's textbooks and other instructional materials, supplies, and equipment. State whether they are sufficient in supply and of acceptable quality and currency to support fully the school's instructional program.

Describe additional resources available to support the instructional program of the school.

Describe the nature and extent of educational technology being used.

From the "Model" Section of the *Model Report Card*

The process by which textbooks and other instructional materials are reviewed, selected, and maintained should be briefly described, with emphasis on procedures and policies designed to ensure quality. The age of textbook series or other key instructional materials should be noted. Explanations should be provided for the continued use of exceptionally old materials. The sufficiency of basic textbooks and other basic materials to support the instructional program should be noted. Other classroom materials, e.g., workbooks and resource books, might also be mentioned.

Attention could also be paid to site instructional materials, supplies, and equipment that are resources shared by classrooms, including those contained in libraries, resource centers, laboratories, computer centers, etc.

From "Guide" Section of the *Model Report Card*

Instructional Materials

Textbooks and Other Instructional Materials

Under California law, the State Board of Education reviews elementary level textbooks and other instructional materials and then adopts those meeting specific quality standards. Generally, schools choose primarily from the textbooks and other instructional materials that have been adopted by the State Board, though nonadopted materials can be used through a petition process. The adoptions are conducted on a seven-year cycle: one year the adoption will focus on mathematics; the next year, it will focus on history and social science; the next, English and language arts; and so forth.

In the California School District, a district-empaneled team (which includes teachers from each school) examines available textbooks and other instructional materials, and then it selects those for use in all the district's schools. Teachers and administrators who have participated on the instructional materials review team have reported that decisions are never clear-cut. Publishers' offerings have different strengths and weaknesses; it is rare that any single offering is judged better than others in all respects. The review team works cooperatively to make the best possible decisions for the students in our schools.

As a general pattern, California School District purchases new or revised textbooks (and other basic materials) for use beginning in the year following each state adoption. Therefore, all of the basic textbooks or other instructional materials we use are less than seven years old. These are some of the major textbook series now in use:

- *Discovering Mathematics*, Good Guy Publishers, copyright 1984.
- *Elementary English*, Outstanding Books, copyright 1983.
- *Understanding the World Around Us*, Best and Company, copyright 1987.
- *History Lives*, Top Notch Publishers, copyright 1986.

Parents are encouraged to come and look at any of the instructional materials in use at Flag Elementary. Copies are available in the School Office, and they are available for loan.

Our district has set a priority on ensuring that there are sufficient textbooks and other instructional materials to support the schools' programs fully. When our students need individual materials for use at school or at home, they have them as a general rule. Only occasionally is there a temporary shortage which requires sharing. Such shortages are usually corrected within a few days.

As in all schools, our instructional programs use a variety of materials other than textbooks, including workbooks, encyclopedias, dictionaries, maps, charts, computers, calculators, audiovisual equipment, and resource materials. As for supplementary materials that are needed for daily use in the direct instructional program, such as workbooks, our district's policy is to ensure that every student has the materials he or she needs. Of course, there are occasional shortages, but, again, these are usually remedied within a few days.

Usually, we continue to use some supportive materials, like dictionaries, until they wear out. Others, like maps and wall charts, we replace periodically as changes occur in our instructional program or as outside events dictate. For example, we endeavor to replace maps if there is a major change in political subdivisions or other aspects of geography.

Flag Elementary has a small computer lab—four personal computers, each with a limited amount of tutorial software. Our part-time school librarian provides instruction and monitors students' use of the computer stations on a rotating basis. Expanding our computer lab is a priority with the school. We don't have resources to reach that goal right now, but the Flag Elementary PTSA is working toward the goal in cooperation with school and district officials.

Our audiovisual equipment at Flag Elementary is not very good. The California School District is working to replace outdated equipment on a school-by-school basis as funds can be found. We do not expect our

Instructional Materials — Example

school's situation to improve this year, but we are on the list for replacement equipment by 1992. The instructional films and tapes to which we have access are also of low quality. In a recent visit to our school, a review team cited this as an area where improvement is really needed.

The library at Flag Elementary has about 12,500 books, or roughly 20 per student. Currently, we are concentrating on acquiring age-appropriate works (fiction and nonfiction) which have been recommended by our teachers. We subscribe to two school-oriented periodicals that support the instructional program. We have three complete encyclopedias that are all less than ten years old—we do get annual updates from the encyclopedias' publishers. The library is only open from 9:00 a.m. to 11:45 a.m. during school days. Paula Drozier, a credentialed school librarian, serves part-time at Flag Elementary. For the balance of the instructional day, she serves at Central High School.

Counseling/Other Student Services

Requirements of Law

The School Accountability Report Card shall include . . . an assessment of . . . the availability of qualified personnel to provide counseling and other student support services.

Education Code § 33126(a) and § 35256(a), as added by Proposition 98

Recommendations in the State-adopted Model

An assessment, for purposes of the School Accountability Report Card, means descriptive or statistical information that provides a substantive evaluation—that is, a way for the reader to judge or determine significance, value, character, quality, or importance.

From the "Introduction" Section of the State Board's *Model Report Card*

The main objective of the School Accountability Report Card is to inform the local school community about conditions and progress being made at each local school site. All information should be presented in a format that is easily understandable to the local school community. Statistical information, such as test scores, should be presented in a way that enables the reader to evaluate significance.

As appropriate throughout, report cards should display statistical information regarding staff and students by gender, ethnicity, and handicapping conditions to reflect progress toward educational and employment equity.

From the "Principles" Section of the *Model Report Card*

List, by job title, all qualified personnel assigned to provide counseling and other support services, estimate time spent in that capacity, and display caseloads.

From the "Model" Section of the *Model Report Card*

The primary reporting objective in this assessment area is whether there are qualified personnel to provide counseling and other student support services (e.g., nursing, social work, child welfare and attendance, library and media, and speech and hearing). "Qualified" should be interpreted as possessing the required credential, certificate, or license to provide the services. The model calls for the listing by job title or functional grouping of personnel assigned to provide these services and an estimate the amount of time (or FTE) they spend in this capacity.

Information concerning the work loads of counselors and other student support services personnel should also be included, in comparison to statewide averages or professionally recognized standards. Descriptions may be included of programs in which noncredentialed or nonlicensed persons (such as classified employees, volunteers, and community agency personnel) perform these tasks. Advisement programs and other commercially prepared programs could also be described.

From the "Guide" Section of the *Model Report Card*

Counseling/Other Student Services — Example

Counseling and Other Student Services

Flag Elementary has a part-time school counselor, a part-time nurse, and a part-time librarian. Through the California School District, our students have access to the services of a psychologist, a social worker, a speech and hearing specialist, and a resource specialist. Ideally, we would have full-time student support staff for a campus of our size. Our student support services personnel have workloads well above professionally recognized standards.

The California School District's governing board has made difficult choices over the years to balance classroom instructional needs, student support activities, administration, facilities, and other operational demands against limited financial resources.

When schools were funded largely through local property taxes, California School District had a relatively low property wealth base from which to draw its resources. Because of these fairly low funding levels in the past, California School District was unable to establish as strong a student support services program as it would like to have now.

The state of California is now responsible for most of the financial support of public schools, but revenues are based largely on past practices adjusted each year for inflation and changes in enrollment. There has been little real (inflation-adjusted) growth in school funding over the years, and the majority of funding increases have been targeted to particular groups of children—low achievers, students with exceptional needs, limited-English-proficient students, and so forth. The lack of real discretionary funding increases has prevented California School District from substantially increasing the historical level of student support services without shorting some other part of the district's operations.

Substitute Teachers

Requirements of Law

The School Accountability Report Card shall include . . . an assessment of . . . the availability of qualified personnel to provide counseling and other student support services.

Education Code § 33126(a) and § 35256(a), as added by Proposition 98

Recommendations in the State-adopted Model

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As appropriate throughout, report cards should display statistical information regarding staff and students by gender, ethnicity, and handicapping conditions to reflect progress toward educational and employment equity.

From the "Principles" Section of the *Model Report Card*

Report whether the school has had any difficulties in securing qualified substitute teachers. If so, report whether the lack of available credentialed substitute teachers has impacted the regular operation of the instructional program.

From the "Model" Section of the *Model Report Card*

The report card should include information on any difficulties schools have had in securing qualified substitute teachers. If difficulties have been encountered, their impact on the regular instructional program and existing staff assignments should be described. The impact of redirecting current teachers or administrators to cover classes could be discussed. An examination of some of the reasons for any difficulties could also be included.

From the "Guide" Section of the *Model Report Card*

Substitute Teachers — Example

Substitute Teachers

When it is necessary Flag Elementary obtains substitute teachers from the California School District's pool. Last year, about 60 percent of the teachers in the pool had regular elementary credentials; the remainder had various types of emergency credentials that enabled them to teach as substitutes for limited time periods.

To the extent possible, we endeavor to establish ongoing relationships between regular teachers and substitutes, especially when we know the regular teacher will be away from class periodically. Last year, Doris McKenna, one of our second grade teachers, was appointed to both the teachers' collective bargaining team and a statewide task force on curriculum improvement. These duties called her away from the classroom about five days a month, but she worked with the same substitute teacher, Greg Potter, throughout the year to maintain a cohesive instructional program and continuity of classroom discipline.

In a teacher survey at Flag Elementary last year, three teachers reported having a substitute they would rate as unsatisfactory. Most of our teachers (more than 75 percent) said that the substitutes were at least satisfactory; nearly 25 percent said the substitutes were well above average.

Last year, our school operated 21 classes for 179 instructional days, or a total of 3,759 class-days. Substitute teachers were needed for 221 class-days, or 5.9 percent of the total. During three additional instructional days, classes were not held so that teachers could attend staff development programs.

School Facilities

Requirements of Law

The School Accountability Report Card shall include . .. an assessment of . . . [the] safety, cleanliness, and adequacy of school facilities.

Education Code § 33126(a) and § 35256(a), as added by Proposition 98

Recommendations in the State-adopted Model

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From the "Principles" Section of the *Model Report Card*

Assess the cleanliness and adequacy of the school facilities.
Assess safety at the school site.

From the "Model" Section of the *Model Report Card*

To assess the cleanliness of the school, the report card could cite the maintenance schedule and financial allocations devoted to up-keep and how they have changed over time. The deferred maintenance program and whether space assignments are in line with design specifications could be discussed, in addition to the age of buildings and plans for new construction.

Regarding school safety, statistics from the *Standard School Crime Report* could be shown and compared against state or district averages. School plans, policies, and procedures for ensuring campus safety could be highlighted. These could include earthquake preparedness, fire drill and take-cover procedures, playground supervision, and protocols for using potentially dangerous instructional equipment or chemicals stored at the school site.

Schools might consider employing a school community opinion survey in assessing safety, cleanliness, and general satisfaction with the school facility.

From the "Guide" Section of the *Model Report Card*

Comments

The following example includes a chart in which the number of various types of crimes occurring at Flag Elementary are compared with the statewide average. However, as you will note, Flag Elementary has little crime activity. In such a case, it might be easier to simply indicate the few specific instances that have occurred and not include a full comparison chart. On the other hand, including the full comparison illustrates how well the school is doing in relation to the state average.

School Facilities **Example**

Safety, Cleanliness, and Adequacy of School Facilities

Flag Elementary is situated on a eight-acre site at the corner of Kenneth Avenue and Garfield Road. There is an older classroom building (built in 1946) called Wilber Hall. It houses ten classrooms, the School Office, and the cafeteria/multipurpose room. We also have a newer building (built in 1972) called Norman Center. It houses eight classrooms and has a small multipurpose room. We also have three portable/relocatable units which were installed in 1981.

Among all our facilities, we have approximately 40,000 square feet of classroom space. With 630 K—6 students, we are essentially right at our design capacity.

We have two playgrounds. The area between Wilber Hall and Norman Center is fenced off for use by the kindergarten and first grade classes. The main play area behind Norman Center has a large blacktop zone, which includes four basketball half-courts and poles for stringing volleyball nets. The grassy area which extends to the perimeter of the school site has two baseball diamonds and a soccer field. Generally, we can use the grass field in the early fall (until mid- to late-October) and the late spring (beginning about mid-April).

We do a number of things to promote student safety at Flag Elementary. Here are some examples:

- The school perimeter is securely fenced. Our custodial crew examines the fence at least weekly for needed repairs.
- Our teachers include age-appropriate instruction for every class, stressing things like (1) walking and riding bikes along roads in a safe manner; (2) not cooperating with strangers who ask them to get in a car or enter a place hidden from view; (3) recognizing poison labels; and (4) saying NO to drugs and alcohol.
- Cleaning solvents and other toxic materials on this campus are kept in securely locked facilities when not in use.
- When students are in attendance at Flag Elementary, we generally have at least four people on campus who have had American Red Cross training in CPR and basic first aid.
- We ensure that procedures for student emergencies are reviewed with the faculty and staff right before the school year commences.
- When students are on the playgrounds, we generally have child to adult supervision ratios of no more than 100:1.

Table 9 shows the numbers and types of crimes at Flag Elementary in contrast to an average school statewide. Flag Elementary is slightly larger than the average school.

Our custodial crew endeavors to clean the entire facility at least once each school day at a time when it will not disrupt instructional activities. Occasionally, emergency repairs require that customary cleaning activities be modified.

Last year, most staff and parents responding to our survey (more than 80 percent) felt Flag Elementary was generally clean and well maintained. At least 20 percent felt our custodial crew did a better than average job.

School Facilities — Example

Table 9. Comparison with Statewide Average School for Various Types of Crimes, Flag Elementary

Crime	1985-86		1986-87		1987-88	
	School	State	School	State	School	State
Property	6	7.770	10	7.190	4	7.600
Assault (no weapon)	11	7.390	8	7.520	8	7.650
Substance abuse	15	2.740	12	2.100	12	1.740
Theft from students	3	2.360	2	2.170	2	1.960
Weapons possession	1	1.020	1	0.970	0	1.080
Sex offenses	0	0.280	0	0.310	0	0.290
Assualt (with weapon)	0	0.250	0	0.230	0	0.190
Robbery	0	0.180	0	0.110	0	0.120
Extortion	1	0.070	0	0.060	0	0.050
Homicide	0	0.002	0	0.002	0	0.001

In relation to safety, 80 percent of the parents expressed confidence that their children were generally safe at school. About 90 percent of the staff felt the school was a safe place to work.

Evaluation/Professional Improvement

Requirements of Law

The School Accountability Report Card shall include . . . an assessment of . . . [the] adequacy of teacher evaluations and opportunities for professional improvement.

Education Code § 33126(a) and § 35256(a), as added by Proposition 98

Recommendations in the State-adopted Model

An assessment, for purposes of the School Accountability Report Card, means descriptive or statistical information that provides a substantive evaluation—that is, a way for the reader to judge or determine significance, value, character, quality, or importance.

From the "Introduction" Section of the State Board's *Model Report Card*

The main objective of the School Accountability Report Card is to inform the local school community about conditions and progress being made at each local school site. All information should be presented in a format that is easily understandable to the local school community. Statistical information, such as test scores, should be presented in a way that enables the reader to evaluate significance.

As appropriate throughout, report cards should display statistical information regarding staff and students by gender, ethnicity, and handicapping conditions to reflect progress toward educational and employment equity.

From the "Principles" Section of the *Model Report Card*

Describe the school's teacher evaluation procedures and the criteria on which they are based.

List opportunities for professional improvement.

From the "Model" Section of the *Model Report Card*

Caution should be exercised in responding to this area because it involves discussion of possible confidential personnel-related information. The basic objective of this assessment is to describe the teacher evaluation process as well as programs and services that are provided to teachers to promote their professional improvement. The mandatory criteria for evaluation set forth in SB 813 could be cited, as well as the process for certifying administrators as competent to evaluate teachers. The methods for relating teachers' professional growth plans to evaluations could be discussed in general terms. Opportunities for professional development could include pre- and in-service training, staff development programs, and employee assistance programs (e.g., counseling and substance abuse programs).

From the "Guide" Section of the *Model Report Card*

Evaluation/Professional Improvement — Example

Teacher Evaluations/Opportunities for Professional Improvement

The teacher evaluation process within the California School District was adopted by the governing board in agreement with the teachers' association. Once every two years, each permanent faculty member is evaluated by the principal or by a district instructional program coordinator on a variety of points, including general student performance levels, classroom deportment, effectiveness of instructional techniques, thoroughness and rigor of lesson plans, and the nature and extent of homework assignments. Probationary employees are evaluated at least twice each year.

The California School District prepares a listing each month of upcoming opportunities for professional improvement. The professional improvement opportunities offered by the district, either directly or on a contract basis with private providers, are decided on by a district-wide team of teachers and administrators. Interested teachers are generally accepted on a first-come, first-served basis, depending on their classroom assignments and commitments.

Moreover, there are a variety of other opportunities available through on-campus and off-campus extension programs. Teachers desiring to avail themselves of opportunities outside those officially listed by the district (when release time is needed) do so by submitting a letter of request. California School District's policy is to approve requests unless there are significant reasons to deny them.

Last year, about 80 percent of our teachers took advantage of professional improvement opportunities. Most of the professional improvement activities centered around our elementary reading program, which we determined to be a high priority last year. This year we have decided to focus on our elementary mathematics program, and we expect that eight to ten of our teachers will take advantage of some professional improvement activities in that area. Moreover, we anticipate that three to five teachers will take advantage of professional improvement as a consequence of improvement goals established in their evaluations.

Classroom Discipline

Requirements of Law

The School Accountability Report Card shall include . . . an assessment of . . . classroom discipline and climate for learning.

Education Code § 33126(a) and § 35256(a), as added by Proposition 98

Recommendations in the State-adopted Model

An assessment, for purposes of the School Accountability Report Card, means descriptive or statistical information that provides a substantive evaluation—that is, a way for the reader to judge or determine significance, value, character, quality, or importance.

From the "Introduction" Section of the State Board's *Model Report Card*

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As appropriate throughout, report cards should display statistical information regarding staff and students by gender, ethnicity, and handicapping conditions to reflect progress toward educational and employment equity.

From the "Principles" Section of the *Model Report Card*

List school programs and practices that promote a positive learning environment.

Describe the school's discipline plan, including policies related to tardiness and truancy.

Report suspensions and expulsions in the previous school year.

From the "Model" Section of the *Model Report Card*

A description of the school's discipline policy, code of conduct, and/or policies on homework could be included. It might be appropriate to include survey results of any measures of parent, staff, or student perceptions of the school climate. Brief descriptions might also be included of school athletic programs, academic recognitions and awards, student incentive programs, extracurricular and multicultural programs, and other activities that promote self-esteem.

From the "Guide" Section of the *Model Report Card*

Classroom Discipline **Example**

Classroom Discipline and Climate for Learning

We have several major efforts to promote an effective learning environment at Flag Elementary:

- During teachers' in-service activities, we attempt to incorporate the latest research on student motivation and effective techniques to encourage students "at risk" of failure.
- We encourage special service providers to coordinate with classroom teachers so that teachers have as much advance notice as possible that a student will be away from class and for how long a period of time. We stress keeping classrooms intact as much of the time as possible.
- We have classroom, grade level, and school recognition programs that reward students for academic achievement, attendance, and good citizenship. Last year, approximately 100 students (16 percent) received some type of formal recognition. Of those, about half received more than one award. Annually, we review our recognition programs to ensure they do not unfairly discriminate based on gender, ethnicity, or handicapping condition. Following that review, we set standards for our recognition programs for the coming year; those standards are conveyed clearly to students and parents.
- We endeavor to have a variety of different learning experiences for each class every year, including field trips and special presentations. Through field trips, we endeavor over the course of seven years at this school to ensure that students are exposed to the variety of business, industrial, governmental, and recreational services available in this community. Through special presentations, we endeavor each year to ensure that students are exposed to some interesting aspect of the major branches of study in arts and sciences.

In coordination with a district-wide team of teachers and administrators, the California School District has established basic homework expectations for each grade level. For kindergartners, parents receive a weekly note outlining the activities to be done and suggesting supplementary activities to do after school. Beginning with first grade, more traditional homework should be anticipated which would take the average student about the following lengths of time to complete:

Grade 1	30 minutes
Grade 2/3	45 minutes
Grade 4/5	60 minutes
Grade 6	75 minutes

In addition to homework, we strongly recommend that parents encourage recreational reading for about the same length of time as the homework assignments take. We would be pleased to lend you books from the school library for this purpose. Just ask at the School Office. READING IS A FUNDAMENTAL SKILL. ENCOURAGE IT.

Classroom teachers face discipline problems all the time. The vast majority are handled simply by giving oral commands, changing activities, or separating students at risk of conflict. At the discretion of teachers, students are referred to the principal for additional disciplinary measures when normal procedures fail to resolve problems, problems constantly recur, or problems are judged sufficiently serious to warrant the principal's intervention.

Most of the time, parents of students referred to the principal will be contacted, informed of the problems, and asked to help in resolving them. Under California law, if a student presents ongoing discipline problems or is failing to achieve academically, the parent(s) may be compelled to come to school for a day, observe the child, and learn how to help.

Classroom Discipline — Example

Tardiness and truancy are major problems at Flag Elementary. Last year, we began classes some days with as few as 50 percent of the students in attendance. Our School Site Council considered this problem. The council concluded that one significant reason was the relatively early (7:45 a.m.) starting time for classes. Working with the district's governing board, our parents and staff were successful in having the starting time moved up to 8:10 a.m. beginning this year. So far, the results have been very encouraging.

Truancy, especially among our fifth and sixth graders, is improving, but is still a major problem. Last year, among our 160 fifth and sixth graders, 40 (25 percent) were truant at least one day. We simply must improve attendance. We plan to do everything we can to motivate attendance and create a positive atmosphere—that is, to make Flag Elementary a place children **like** to come—but we cannot do it alone. We need the help of every parent to be sure **all** the children get to school. We also need your ideas of ways to improve. Please give any thoughts you may have to the School Secretary or to a PTSA Officer, or, better yet, come to a PTSA meeting and tell us!

Last year, our principal had to suspend 20 students and expel two. The decisions to take such extreme measures were very difficult ones to make, but these measures had to be taken in order to protect other students and maintain a proper educational environment. For the most part, the suspensions involved possession and use of drugs and/or alcohol. A few cases involved repeated fighting. The two expulsions involved students selling drugs to classmates.

FLAG ELEMENTARY HAS CLOSED THE DOOR TO DRUGS. We can and we will take extreme measures to protect the education of many students from the irresponsible actions of a few. The drug menace has too long plagued our community. We want to do everything possible to bring about an end to the madness.

In last year's survey, all of our teachers and 85 percent of our parents found classroom discipline satisfactory or better. Nearly 90 percent of all staff and 75 percent of parents found the climate for learning was satisfactory or better. Significant numbers (43 percent of teachers and 32 percent of parents) rated the climate for learning above average.

Training/Curriculum Improvement

Requirements of Law

The School Accountability Report Card shall include . . . an assessment of . . . teacher and staff training, and curriculum improvement programs.

Education Code § 33126(a) and § 35256(a), as added by Proposition 98

Recommendations in the State-adopted Model

An assessment, for purposes of the School Accountability Report Card, means descriptive or statistical information that provides a substantive evaluation—that is, a way for the reader to judge or determine significance, value, character, quality, or importance.

From the "Introduction" Section of the State Board's *Model Report Card*

The main objective of the School Accountability Report Card is to inform the local school community about conditions and progress being made at each local school site. All information should be presented in a format that is easily understandable to the local school community. Statistical information, such as test scores, should be presented in a way that enables the reader to evaluate significance.

As appropriate throughout, report cards should display statistical information regarding staff and students by gender, ethnicity, and handicapping conditions to reflect progress toward educational and employment equity.

From the "Principles" Section of the *Model Report Card*

Describe training activities for teachers, student support services personnel, administrators, and classified employees at the school.

Describe curriculum improvement activities.

From the "Model" Section of the *Model Report Card*

A description of training and staff development opportunities should be listed according to job category. This section could contain a discussion of mentor teacher programs and how mentor teachers are used at the school. The report card could discuss how the curriculum is revised and improvements are made. Participation in any instructional pilot programs or grants could be cited. The effectiveness of on-site, district, county, or state level training efforts, as well as those provided by nearby colleges or universities, might be mentioned. It is recommended that some specific examples of curriculum improvements be noted.

From the "Guide" Section of the *Model Report Card*

Training/Curriculum Improvement — Example

Teacher and Staff Training/Curriculum Improvement Program

During 1988-89, California School District's teachers and most student support personnel had two days of staff development activities just before the instructional year began and three more during the year. Most of our classified employees (secretaries, custodians, groundskeepers, bus drivers, and so forth) had two days of staff development activities before the year commenced.

Generally, the nature of staff development activities is decided on through a process which begins with recommendations from district-wide committees of people actually working in the various job classifications. Usually, the recommendations are submitted in priority order and, based on funding available, are then considered during the district's negotiations with its certificated and classified employees. Almost always, a consensus is quickly reached on the nature of staff development activities and endorsed by all parties.

Of course, staff development activities vary among job classifications. Last year, for example, our teachers received information about significant new research findings concerning student motivation. The bus drivers were briefed on new emergency procedures and safety equipment recently installed in our bus fleet. The school secretaries received training on the district's new interactive computer network for processing attendance and personnel data.

Over the years, teachers and administrators who have served and are now serving at Flag Elementary have found the assistance provided by the California Literature Project, the California Math Project, and the California School Leadership Academy to be most beneficial because of their concentration on the practical application of innovative and sound instructional and administrative strategies.

Across the California School District as a whole, we estimate that approximately 4 percent of general expenditures are devoted to staff development activities. Using this as a benchmark, it means that about $80,000 of the funding support for Flag Elementary goes for staff development or a little more than $125 per student.

Last year, Flag Elementary focused its curriculum improvement efforts on English-language arts. Recently, the California State Board of Education adopted a new curriculum framework which markedly changed the emphasis of the English-language arts program to one based primarily on the study of literature. Our district realigned its curriculum to coordinate with this restructured approach. Beginning in 1988-89, we began working with new instructional materials reflecting the new approach. Our focus at this school included identifying important reading materials for our students at all grade levels, both in class and at home.

Generally, our plan is to continue focusing our curriculum improvement efforts on the subject matter area most recently addressed at the state level. In this way, we endeavor to keep our students apace with current thinking and approaches. District-wide, we spend about 1 percent of general fund support for curriculum improvement. This translates to about $20,000 at Flag Elementary or a little more than $30 per student.

Instruction and Leadership

Requirements of Law

The School Accountability Report Card shall include . . . an assessment of . . . [the] quality of school instruction and leadership.

Education Code § 33126(a) and § 35256(a), as added by Proposition 98

Recommendations in the State-adopted Model

An assessment, for purposes of the School Accountability Report Card, means descriptive or statistical information that provides a substantive evaluation—that is, a way for the reader to judge or determine significance, value, character, quality, or importance.

From the "Introduction" Section of the State Board's *Model Report Card*

The main objective of the School Accountability Report Card is to inform the local school community about conditions and progress being made at each local school site. All information should be presented in a format that is easily understandable to the local school community. Statistical information, such as test scores, should be presented in a way that enables the reader to evaluate significance.

As appropriate throughout, report cards should display statistical information regarding staff and students by gender, ethnicity, and handicapping conditions to reflect progress toward educational and employment equity.

From the "Principles" Section of the *Model Report Card*

Assess the quality of the school's instructional program, including its alignment with state frameworks and standards.

Describe the school's leadership team(s) and their role(s) in ensuring the quality of the instructional program.

Describe the school's efforts to address the needs of special student populations, including, but not limited to, the placement of individuals with exceptional needs in the least restrictive environment and the instruction and reclassification of LEP students.

Describe the affirmative steps taken to inform students, parents, and all staff of their right to be treated equitably, regardless of gender, ethnicity, or disability.

From the "Model" Section of the *Model Report Card*

The focus of this section is to assess the overall quality of the school's instructional program and leadership. Recognitions and awards as an exemplary school should be mentioned, along with significant problems, deficiencies, or issues noted in recent site reviews. Any statistical information available on graduates could be cited, such as high school graduation, college placement, and so forth.

Information should also be included on the school's efforts to meet the needs of special student populations in the context of the overall instructional program, such as the placement of individuals with exceptional needs in the least restrictive environment and the transitioning of limited-English-proficient (LEP) students.

Information from surveys regarding the school's instructional quality and leadership could be included. Such surveys may have been part of the school's program quality review or SIP self-study and could be utilized for this purpose.

From the "Guide" Section of the *Model Report Card*

Instruction and Leadership — Example

Quality of School Instruction and Leadership

At Flag Elementary, we have a diverse student population. We endeavor to assess, assist, and educate the whole child. As a significant part of that endeavor, we provide parents the tools to continue structured learning outside the classroom, and we encourage the use of those tools. We recognize that for our students to compete in the real world, they need much more than school alone can give them.

We look on the educational process as a shared responsibility. Beginning with kindergartners, we establish expectations not only for academic achievement but also for social participation. We emphasize the separate roles that each of us plays—teachers, students, parents, student support personnel, and administrators. We accept responsibility only within the context where it is legitimately ours.

At the same time, we emphasize cooperation and mutual benefit. We believe that working together we can achieve and accomplish greater objectives, and we believe that our social and governmental structure must continue even if some fail to shoulder their full burden. We offer encouragement and the means for self-improvement.

The curriculum of the California School District is appropriately aligned with state-adopted frameworks and guidelines. Moreover, it is constantly being reviewed by specialists and by regular classroom teachers with an eye toward improvement.

The policy of the California School District and of Flag Elementary is that special education students receive individual and separate attention only to the extent necessary to keep up in the regular classroom. In keeping with federal and state laws and policies, students with exceptional needs are always placed in the least restrictive environment. At Flag Elementary, we generally have 12 to 18 individuals with exceptional needs among our students. These special students spend most (sometimes all) of the instructional day with regular classes—a process called "mainstreaming." For too long these individuals have been locked away and sheltered, rather than incorporated in the mainstream of living. That is no longer true.

When a student with limited English proficiency enters Flag Elementary, he or she is placed in the setting that most effectively promotes development of English language skills, while keeping up with academic work. At Flag Elementary, we always have some students for whom English is not a native language. These students often live in homes and neighborhoods where English is not spoken regularly. One of our kindergarten teachers is fully bilingual (Spanish), and one first grade and one second grade teacher are each teamed with bilingual teaching aides (also Spanish). When assistance is needed with children speaking native languages other than Spanish, we obtain it from district support personnel or community members.

The principal of Flag Elementary regularly confers with teachers and other staff about operational issues. The principal was complimented in a recent evaluation for being open and participatory, yet not losing control of the management process. The same evaluation commended the school for its effective integration of minority pupils and for the cohesiveness of its teachers as an instructional team.

On the negative side, the evaluation suggested that insufficient attention had been paid to the school's physical and health education activities. While meeting legal minimums, these activities were not found to be well integrated in the total curriculum.

Because of meeting statewide goals for improvement, Flag Elementary did receive commendation from the State Superintendent of Public Instruction last year. Moreover, the California County Office of Education honored our school principal as one of the 1988 Top Ten Educators.

More than 85 percent of the staff and 75 percent of the parents responding to last year's survey found the overall instructional program at Flag Elementary satisfactory or better. Nearly a third of parents and 40 percent of staff rated it above average.

A complete display of the results of last year's survey of staff and parents is attached.

Survey

Requirements of Law

There is no legal requirement for conducting surveys in preparing the School Accountability Report Card.

Recommendations in the State-adopted Model

The main objective of the School Accountability Report Card is to inform the local school community about conditions and progress being made at each local school site. All information should be presented in a format that is easily understandable to the local school community. Statistical information, such as test scores, should be presented in a way that enables the reader to evaluate significance.

The report cards do not replace program quality reviews or WASC accreditation reports. They should be viewed as complementing but not duplicating these assessments. Review teams should use report cards as a source of valuable information and self-assessment, and report cards should draw important information about school conditions from the various reviews and reports. Wherever possible, data included in report cards should be extracted from existing sources, not separately or redundantly generated.

From the "Principles" Section of the *Model Report Card*

Schools might consider employing a school community opinion survey in assessing safety, cleanliness, and general satisfaction with the school facility.

Information from surveys regarding the school's instructional quality and leadership could be included. Such surveys may have been part of the school's program quality review or SIP self-study and could be utilized for this purpose.

From the "Guide" Section of the *Model Report Card*

Comments

A variety of approaches may be employed for surveying. Survey instruments can be relatively simple or quite complex. Currently, California school districts vary tremendously in the use of opinion surveys. A few undertake regular, quite sophisticated efforts; others undertake periodic efforts (predominantly in conjunction with school improvement); still others have performed fairly sophisticated, though one-time, surveys.

There are several reasons districts may wish to undertake regular surveys for purposes of accountability report cards. First, the results can yield important information for use in designing and revising curricula, policies, procedures, and other aspects of school operation. Second, the effort demonstrates to parents, staff, students, and other interested parties that the school's governing authorities are genuinely interested in their opinions. Third, survey results are quantifable and, thus, provide a meaningful and relatively easily understood contribution in report cards.

There are important philosophic, policy, and technical issues to address in the undertaking of any survey effort. Districts should not undertake such efforts

Comments (continued)

without due consideration or without committing the human and monetary resources to make the process workable and the results meaningful. Surveys:

- Need to be developed with care.
- Should be adjusted for different groups (i.e., different surveys may need to be created for the different types of teaching, student support services, classified, and administrative personnel, as well as for parents [guardians], students, and other members of the school community [e.g., business leaders, elected officials, etc.]).
- Take a concerted follow-up effort to get adequate returns;
- Require a strong analytical effort (particularly to determine needed changes in survey instruments).
- Always present the opportunity for skewed results because of particular events of the moment.
- May yield results that are not always easy to explain.
- Tend to obligate their administrators to reveal results, even when the results are clearly distorted for some reason.

Districts need to think through these issues carefully, in addition to deciding who should be surveyed, how often, and by whom. Once settled on pursuing a survey effort, districts need to think through ahead of time how the process itself will be accountable; for example, establishing a threshold level of returns for the release of any results and establishing parameters for modifying the survey effort once it is under way.

Generally speaking, site-based surveys should endeavor to cover *all* staff, except at particularly large schools. Parents, guardians, students, and other interested parties can be surveyed on a sampling basis unless the community served is small. However, when sampling is used, it is wise to distribute surveys to a fairly large sample, anticipating a relatively low return rate.

Although the state-adopted model mentions opinion surveys in only a couple of specific places, there is certainly nothing wrong with districts pursuing a more broadly based effort. Indeed, districts making the decision to engage in survey efforts are naturally well advised to get maximum advantage from those efforts. For example, the marginal additional work seeking and tabulating 30 responses versus 20 is probably quite small. The real work is preparing the instrument, distributing it, following up to get responses, and tabulating the returns.

Opinion surveys may offer participants a range of potential options; that is:

- Extremely limited (e.g., three options: 1=agree, 2=disagree, and 0=no opinion)
- Relatively limited (e.g., six options: 1=strongly agree, 2=agree somewhat, 3=not sure, 4=disagree somewhat, 5=strongly disagree, and 0=no opinion)
- Relatively broad (e.g., a nine- or ten-point rating scale, in addition to "no opinion")
- Completely unlimited (e.g., a generalized question with space for written responses)

For purposes of gathering data useful in accountability report cards, districts are probably well advised to seek responses within extremely limited or relatively limited ranges. However, opportunities should be provided for additional comments in writing; this both (1) gives survey administrators a more detailed view of the respondent's thoughts; and (2) may actually make respondents feel more comfortable with offering a quantified opinion.

When survey efforts are undertaken, districts need to be sensitive to the many biases that may distort the accuracy of results (and which cannot always be anticipated ahead of time). For example, if survey instruments are not provided in the primary language of individuals who are limited-English-proficient, those individuals' opinions may well be underrepresented in the results. Also, individual perceptions may affect the accuracy of results (e.g., if students believe they are being "graded" on what they say, or if parents believe their children's academic grades will be adversely affected by "wrong" answers). Finally, even relatively innocent events may affect a truly random sampling of opinion (e.g., such as emphasizing the return of questionnaires at PTSA meetings, which invariably include a "self-selected" groups of parents and other interested parties).

Another key issue to which individuals responsible for the design and administration of surveys need to be sensitive is the selection of terminology. Designing a survey instrument is a delicate balance between using terms that embody too many concepts and dividing responses into so many parts (or subparts) that the instrument becomes overly burdensome.

For example, while it is interesting to solicit opinions on a school's "overall quality," the responses are not terribly meaningful without knowing more detail. One person may rate quality high because of the instruction in mathematics, while another rates it low because of graffiti on the walls.

Caution needs to be exercised in the framing of survey questions or points of inquiry to ensure that they do not become de facto referenda on the job performance of specific individuals. For example, the Department of Education suggests that it is inappropriate to ask about the quality of administration at a school with a single administrator.

Finally, the designers of survey instruments need to be sensitive to "leading" questions; e.g., questions that always tend to solicit a particular response or responses that are skewed. Sometimes this can be obvious, such as asking, "We are doing a good job of teaching here, aren't we?" instead of "How would you rate the teaching at this school?" Often this phenomenon is much more subtle, however, and is revealed only by careful study of actual responses over time.

We have set forth below 100 areas of inquiry that may be used in survey efforts; they are divided among the 13 school conditions listed in Proposition 98. It is assumed that these areas of inquiry, if used, will be appropriately distributed among, and adjusted for, the various kinds of staff at the school or district, parents (guardians), students, and other interested parties included in the survey. Some

Comments (continued)

are designed exclusively to elicit written comments, whereas others are designed to be used in conjunction with a rating scale and with an accompanying request for elaboration and additional commentary. For example:
The overall quality of instruction at this school is...

OUTSTANDING SUPERIOR AVERAGE FAIR POOR NO OPINION

What pleases me most is ... _____
What distresses me most is ... _____
Other comments _____

Sample Questionnaire

Student Achievement

1. I believe my own child's achievement at this school has been ...
2. In relation to other schools with which I am familiar (where I have worked), I find student achievement at this school is ...
3. I find the testing program at this school (in this district) is ...
4. Student achievement at this school would increase most substantially from ...

Dropout/Attendance

5. I believe the dropout prevention efforts at this school are ...
6. This school's efforts to promote actual attendance are ...
7. The level of unexcused absence at this school could most effectively be lowered by...
8. This school could do a better job of promoting actual attendance by ...

Expenditures/Services Offered

9. The level of financial support provided for this school is ...
10. Given the resources provided, the types of services offered at this school are ...
11. I would like to see the following services offered at this school ...
12. The way financial resources are spent at this school is...
13. I believe the financial resources at this school would be applied more effectively if ...
14. Do you feel as though your ideas are taken into account within the financial decision making at this school (in this district)?
15. Do you feel as though your ideas and opinions are respected in terms of the services provided to students?

Class Sizes/Teaching Loads

16. I feel that class sizes at this school generally are ...
17. I feel that the size(s) of the class(es) my child attends is (are) ...
18. I feel that the loads borne by teachers at this school are generally ...
19. I believe my child's teacher(s) has a workload that is ...
20. In comparison to other schools with which I am familiar (where I have worked), this school's class sizes are ...
21. In comparison to other schools with which I am familiar (where I have worked), teachers' loads at this school are ...
22. If class sizes and teaching loads could be reduced substantially by going to a year-round schedule, would you favor doing so?
23. What options do you see for reducing class sizes and teaching loads?

Teachers' Assignments

24. How often do you have to teach classes which are not within the areas of your credential's authorization (or certification)?
25. How effective has this school been in working to minimize teachers working in areas outside their credential's authorization (or certification)?
26. Do you feel your ideas and opinions are taken into consideration when assignment problems arise?

Textbooks/Instructional Materials

27. I believe the quality of the basic textbooks (instructional materials) my child uses is ...
28. How often does your child have to share basic textbooks (instructional materials) with other students?
29. I believe the quality of the supplementary materials at this school is ...
30. How would you rate the use of educational technology within the instructional program at this school?
31. In relation to other schools with which you are familiar (where you have worked), how sufficient is the educational technology at this school?
32. I believe the quality of the library at this school is ...
33. I believe the library resources at this school would benefit most from ...
34. How useful do you find the school library?

Counseling/Student Support

35. How effective is the counseling program at this school?
36. The counseling program at this school would benefit most from ...
37. In addition to counseling, the student support services at this school include ... Please rate each. How could each one be most effectively improved?
38. In relation to counseling and student support services at this school, do you believe your ideas and opinions are taken into account when decisions are made?
40. How would you rate the counseling (other student support services) received by your own child?
41. Should the level of emphasis placed on counseling and student support services at this school be changed? If so, should it be emphasized more or less?
42. How supportive and cooperative are the instructional staff and administrators at this school with the counselors and other student support services personnel?

Substitute Teachers

43. How would you rate the quality of substitute teachers at this school?
44. The substitute teachers my own child has had at this school were ...
45. How well respected are substitute teachers by the regular instructional personnel?
46. The substitute teachers who have handled my class(es) were ...
47. How often, if at all, have you experienced a substitute teacher you found unacceptable?
48. What could be done to improve the quality of substitute teachers at this school (in this district)?

49. For short-term absences of teachers, are we better off obtaining substitutes or combining classes?
50. Do your feel you opinions and ideas are taken into account in the development of policies related to substitute teachers?

Safety/Cleanliness/Adequacy of School Facilities

51. Overall, I believe my degree of safety at this school is ...
52. Safety at this school could be most effectively enhanced by ...
53. Rate the cleanliness of this school in relation to others that you know.
54. What could be done to improve the cleanliness of this school?
55. Rate how well this school is maintained in relation to other schools that you know.
56. What could be done to improve maintenance at this school?
57. Overall, how would you rate this school facility?
58. Recognizing limitations of financial resources, what do you think are the most important improvements that could be made at this school facility?
59. If the classrooms and other facilities at this school could be more effectively utilized on a year-round schedule, how supportive would you be of a change to such a schedule?
60. How would you rate this district's attention to its facilities? Do you believe that level of attention should be increased or decreased?

Teacher Evaluation/Professional Improvement

61. Do you find the process of evaluation at this school fair and helpful to you as a teacher?
62. Do you think the teachers at this school are being well evaluated?
63. How would you rate the degree to which your ideas and opinions are considered in developing the evaluation process?
64. I believe the professional improvement opportunities provided by this school (in this district) are ...
65. Do you believe your ideas and opinions are taken into account in the process of determining professional development opportunities?
66. How successful is this school (district) in relating the evaluation process to professional improvement activities?
67. How could the evaluation process be improved?
68. How could professional improvement opportunities be more effectively decided on?

Classroom Descipline/Climate for Learning

69. I believe that discipline at this school is ...
70. I find that the discipline of students in the classes I attend is ...
71. I believe that student discipline at this school would be improved most by ...
72. I believe the discipline of the students in the class(es) I teach is ...
73. The climate for learning at this school is ...
74. How effective is this school in dealing with students who are tardy or truant?
75. Is the power to suspend and expel used wisely at this school?
76. Are your ideas and opinions taken into consideration in the process of determining disciplinary policies at this school?

77. Do you know of specific efforts this school is making to promote a positive learning environment? If so, could you describe them briefly?
78. How would rate the amount of homework you receive at this school?
79. Do you find that homework assignments are well integrated with the instructional program?
80. Do you believe that the teachers at this school grade homework promptly and fairly?

Training/Curriculum Improvement

81. Do you believe your ideas and opinions are taken into consideration when training activities are decided on?
82. I believe that the teacher or staff training I have received at this school (in this district) is ...
83. Could the staff at this school benefit from more training? Of what type?
84. Do the instructional personnel at this school seem familiar with current research and ideas on effective education?
85. Do you find your ideas and opinions are sought out and considered in curriculum improvement efforts?
86. Do you know of any curriculum improvement efforts now under way (or recently completed) at this school? If so, could you describe them briefly?
87. How could the curriculum at this school be improved most effectively?

Quality of Instruction and Leadership

88. I believe the overall quality of the instructional program at this school is ...
89. In comparison to other schools with which I am familiar (where I have worked), I believe the instructional program at this school is ...
90. How would you rate the leadership of this school?
91. Do you find the administrators of this school supportive of you as staff?
92. Do you find the administrators of this school fair and effective, even though they may not always agree with your opinions?
93. In your view, do the staff at this school make every effort to ensure that the needs of all students are met?
94. Do you believe that your views on the school's operation are actively sought out and your thoughts and opinions respected?
95. Do you find that this school makes a good effort to keep the community it serves well informed?
96. How well do you believe this school integrates students with special needs into the regular instructional program?
97. What could this school do to improve the quality of instruction and leadership?
98. How could this school more effectively keep the community informed?
99. Do you believe that community resources which enhance the education of pupils are being well used by this school?
100. Are you satisfied with your own child's progress at this school?

Triennial Comparison

Requirements of Law

Not less than triennially, the governing board of each school district shall compare the content of the school district's School Accountability Report Card to the model School Accountability Report Card adopted by the State Board of Education. Variances among school districts shall be permitted where necessary to account for local needs.

Education Code § 35256(b), as added by Proposition 98

Recommendations in the State-adopted Model

At least once every three years, school boards must compare their school report cards to the state model.

From the "Introduction" Section of the State Board's *Model Report Card*

The state model is a guide for school districts and is not a mandatory standard. Variances from the model are permitted, provided that, at a minimum, the 13 specified school conditions are assessed in the report card for each school.

At least once every three years, school boards must compare their report cards with the state model.

From the "Principles" Section of the *Model Report Card*

Comments

We recommend that after making a comparison with the state model, school boards take official action and record the findings in their minutes.

Triennial Comparison — Example

California School District
Resolution Regarding Comparison of Accountability Report Cards With the State-Adopted Model

WHEREAS, Education Code §35256(b) requires the California School District to compare the accountability report cards it issues with the state-adopted model accountability report card at least once every three years;

BE IT RESOLVED, That the district has conducted a comparison in keeping with law and finds the following differences between the accountability report cards it issues and the state-adopted model:

- xxx
- yyy
- zzz

BE IT FURTHER RESOLVED, That the Board finds that these differences are necessary and appropriate to meet the needs of the area served by its schools. The Board also finds that the basic requirement of law has been met: that is, that an assessment of each of 13 school conditions specified in Education Code § 33126(a) is included in each report card issued.

DULY ADOPTED, This _____ day of _____ 19____.

_____

Edith Goldman, Secretary

APPENDIX

Proposition 98: Model School Accountability Report Card

Adopted by the California State Board of Education on June 9, 1989

Introduction

Proposition 98 requires the governing boards of California school districts to prepare and issue an annual School Accountability Report Card for each elementary and secondary school under their jurisdiction, beginning in school year 1989-90. At a minimum, the report card must assess 13 specified school conditions. A model report card has been adopted by the State Board of Education to assist school districts in complying with the new constitutional and statutory requirements. The model appears on pages three [71] and four [72] of this document. Following the model is a guide providing instructions and suggestions for optional assessment information and indicators which school districts may wish to include.

School boards have the discretion to implement the model, in whole or in part, or to develop their own school report card format, provided an assessment of each of the 13 specified school conditions is included. At least once every three years, school boards must compare their school report cards to the state model.

The School Accountability Report Card must include, but is not limited to, an assessment of each of the following school conditions:

1. Student achievement in and progress toward meeting reading, writing, arithmetic, and other academic goals
2. Progress toward reducing dropout rates
3. Estimated expenditures per student, and types of services funded
4. Progress toward reducing class sizes and teaching loads
5. Any assignment of teachers outside their subject areas of competence
6. Quality and currency of textbooks and other instructional materials
7. The availability of qualified personnel to provide counseling and other student support services
8. Availability of qualified substitute teachers
9. Safety, cleanliness, and adequacy of school facilities
10. Adequacy of teacher evaluations and opportunities for professional improvement
11. Classroom discipline and climate for learning
12. Teacher and staff training and curriculum improvement programs
13. Quality of instruction and leadership

An assessment, for purposes of the School Accountability Report Card, means descriptive or statistical information that provides a substantive evaluation—that is, a way for the reader to judge or determine significance, value, character, quality, or importance.

Principles

In completing their School Accountability Report Cards using the state model, school boards should keep in mind several general principles:

- The main objective of the School Accountability Report Card is to inform the local school community about conditions and progress being made at each local school site. All information should be presented in a format that is easily understandable to the local school community. Statistical information, such as test scores, should be presented in a way that enables the reader to evaluate significance.
- The state model is a guide for school districts and is not a mandatory standard. Variances from the model are permitted, provided that, at a minimum, the 13 specified school conditions are assessed in the report card for each school.
- Preparation of the report card for each school should involve all segments of the school community, including administrators, teachers, support staff, parents, secondary level students, and other interested representatives.
- The report card should assess school program performance and conditions, not the performance of individual staff or students.
- By September 30, 1989, or the beginning of the school year, local school boards must have in place a process leading to the issuance of the first report cards. The process may include a time line for issuance and a designation of individuals responsible for various preparatory tasks.
- The first report cards must be issued during the 1989-90 school year. Recognizing the work load and short time line involved, issuance should occur as quickly as the business of the district will allow. Both parents and local media should be notified of the existence of the report cards and provided copies on request. Once issued, opportunities should be provided for staff and the community to discuss the content of report cards.
- Beginning with the 1990-91 school year, report cards should be issued each November. This recommendation is for the purpose of focusing attention statewide on the report cards. If a district chooses a different time period for issuance, the local school community should be alerted.
- At least once every three years, school boards must compare their report cards against the state model.
- The report cards do not replace program quality reviews or Western Association of Schools and Colleges (WASC) accreditation reports. They should be viewed as complementing but not duplicating these assessments. Review teams should use report cards as a source of valuable information and self-assessment, and report cards should draw important information about school conditions from the various reviews and reports. Wherever possible, data included in report cards should be extracted from existing sources, not separately or redundantly generated.
- As appropriate throughout, report cards should display statistical information regarding staff and students by gender, ethnicity, and handicapping conditions to reflect progress toward educational and employment equity.

Model School Accountability Report Card

The following is the state model School Accountability Report Card, with recommended means of assessing each of the 13 school conditions specified in Proposition 98:

Assessment Area #1 — Student Achievement

- Report the school's California Assessment Program (CAP) results, in relation to state averages and comparison groups (relative ranks), for at least the past three years.
- Report locally administered measures, in relation to national, state, or other benchmarks, where appropriate, to reflect more fully achievement in and progress toward meeting reading, writing, arithmetic, and other academic goals.

Assessment Area #2 — Dropout Rates

- Report dropout rates listed in CBEDS data for the school site over the most recent three-year period (applicable to high schools only).
- Report actual attendance or absence rates by grade level.
- List any intervention programs to promote attendance and/or to reduce dropout rates.

Assessment Area #3 — Expenditures and Services Offered

- Report per student expenditures from the General Fund and from categorical funds.
- List types of services funded, including categorical and other special programs; e.g., special education, counseling, library services, social work, psychology, child welfare and attendance, and LEP services.

Assessment Area #4 — Class Size and Teaching Loads

- Report the distribution of class sizes at the school site by grade level or by department (as appropriate) and the average class size, using CBEDS information.
- For high schools and middle schools with departmentalized programs, report the distribution of teaching loads and the average teaching load, using CBEDS information.
- Describe any plans, programs, and progress to reduce class sizes and/or teaching loads.

Assessment Area #5 — Teachers' Assignments

- Report the number of teachers assigned to classrooms outside their credential's authorization. Provide explanations as necessary.

Assessment Area #6 — Textbooks and Instructional Materials

- Describe the school's textbooks and other instructional materials, supplies, and equipment. State whether they are sufficient in supply and of acceptable quality and currency to support fully the school's instructional program.
- Describe the nature and extent of educational technology being used.
- Describe additional resources available to support the instructional program of the school.

Assessment Area #7 — Counseling and Student Support Services

- List, by job title, all qualified personnel assigned to provide counseling and other support services, estimate time spent in that capacity, and display caseloads.

Assessment Area #8 — Substitute Teachers

- Report whether the school has had any difficulties in securing qualified substitute teachers. If so, report whether the lack of available credentialed substitute teachers has impacted the regular operation of the instuctional program.

Assessment Area #9 — School Facilities and Safety

- Assess the cleanliness and adequacy of the school facilities.
- Assess safety at the school site.

Assessment Area #10 — Teacher Evaluation and Professional Improvement

- Describe the school's teacher evaluation procedures and the criteria on which they are based.
- List opportunities for professional improvement.

Assessment Area #11 — Classroom Discipline and Climate for Learning

- List programs and practices to promote a positive learning environment.
- Describe the school's discipline plan, including policies related to tardiness and truancy.
- Report suspensions and expulsions in the previous school year.

Assessment Area #12 — Training and Curriculum Improvement

- Describe training activities for teachers, student support services personnel, administrators, and classified employees at the school.
- Describe curriculum improvement activities.

Assessment Area #13 — Quality of Instruction and Leadership

- Assess the quality of the school's instructional program, including its alignment with state frameworks and standards.
- Describe the school's leadership team(s) and their role(s) in ensuring the quality of the instructional program.
- Describe the school's efforts to address the needs of special student populations, including, but not limited to, the placement of individuals with exceptional needs in the least restrictive environment and the instruction and reclassification of limited-English-proficient (LEP) students.
- Describe the affirmative steps taken to inform students, parents, and all staff of their right to be treated equitably, regardless of gender, ethnicity, or disability.

Guide for Completing the State Model

School Description

Although not required by Proposition 98, introductory sections describing the school's student and community profile, a goals and mission statement, and community involvement in the school may prove to be an effective way to lead into the specific reporting on the various school conditions. These could appear under the general heading, "School Description."

School Profile

Information concerning the school's location, its student enrollment, ethnic composition, and other demographic factors will be informative. This section should be relatively brief, relying on graphs and tables for visual simplicity.

Goals and Mission Statement

The basic educational goals of the school and approaches to instruction and organization, possibly listed in summary fashion, would help introduce the program discussions that follow.

Community Involvement

Under this section, the report card could identify any efforts made by the school to involve parents in school site councils, parent-teacher organizations, advisory groups, and so forth. Compacts (involving institutions of higher education and/or the business community), business/school partnerships, and community participation programs could be highlighted.

Instructions and Suggestions for Assessment Area Reporting

In addition to the recommended means of assessing school conditions noted in the state model, there are many other measurements that schools may find helpful to report within the assessment of the 13 school conditions. Below are some alternatives and options that school districts may wish to consider.

Assessment Area #1 — Student Achievement

CAP score reporting is intended to reveal school progress and trends over time. School performance data should be displayed in relation to statewide averages and comparison groups (relative ranks), so as to make them more meaningful to readers. Here, in particular, data should also reflect performance by gender and ethnicity (where sample size is sufficient), so that readers can assess the school's success in addressing educational equity.

To give a more complete perspective on student achievement and progress, districts may also want to report the results of other locally administered norm- or criterion-referenced measures (e.g., *CTBS*, proficiency tests, and so forth) or state-administered high school equivalency exams (*GED* and *CHSPE*). Schools may also wish to report *SAT*, *ACT*, and *PSAT* scores; honors, advanced placement, or vocational course enrollments; results of the *California Physical and Health-Related Fitness Test*; evaluation criteria, other than standardized tests, for kindergarten through grade two; or other measures which would help the local community assess student achievement and progress toward meeting academic goals. School boards should determine the other measures which best indicate student performance.

Assessment Area #2 — Dropout Rates

The dropout rates for the preceding three years should be included for high schools, based on CBEDS reports.

Information for the past three years on enrollment, excused and unexcused absence, truancy, tardiness, and actual attendance should be included for all schools

The emphasis in this assessment area should be on plans to promote attendance and progress being made to reduce dropout rates. Intervention programs conducted at the school and their effectiveness should be noted.

Assessment Area #3 — Expenditures and Services Offered

Compare school per student expenditures to average districtwide per student expenditures from the General Fund and from categorical funds. The report card should list the types of services funded at the school site, including categorical programs (e.g., GATE, transportation, and special education). Specific support levels for each of the services and the number of students served may be included.

Information should also be included concerning the allocation of General Fund expenditures so that readers will know how funds are being spent. Expenditures could be separated into (1) direct pupil services costs (i.e., funds spent in the classroom); (2) school site costs for student support services, plant operations, administration, and so forth; and (3) district costs for district-provided services, administration, and so forth.

Assessment Area #4 — Class Sizes and Teaching Loads

Using the most recent CBEDS report, a display of class sizes at the school site by grade level or by department, as appropriate, should be shown, along with the average class size. For high schools and middle schools with departmentalized programs, a display of teaching loads should be shown, along with the average teacher load. Nonmanagement certificated staff who do not have regular classroom assignments should not be included in the displays of class sizes or teaching loads.

The emphasis in this assessment area should be placed on briefly describing efforts being made to reduce class sizes and teaching loads, or special adjustments that are made in class sizes and teaching loads for programs; e.g., year-round school programs, instructional aides, and classroom volunteers.

Assessment Area #5 — Teachers' Assignments

Chapter 1376, Statutes of 1987 (SB 435), established a mandatory reporting procedure for any assignment of teachers outside their areas of competence. Using information provided in this report, schools should list the number of teachers assigned to classrooms outside their credential's authorizations. As necessary, explanations of the nature and extent of, and rationale for, such assignments should be included.

Assessment Area #6 — Textbooks and Instructional Materials

The process by which textbooks and other instructional materials are reviewed, selected, and maintained should be described, briefly, with emphasis on procedures and policies designed to ensure quality. The age of the textbook series or other key instructional materials should be noted. Explanations should be

Guide for Completing the State Model (continued)

provided for the continued use of exceptionally old materials. The sufficiency of basic textbooks and other basic materials to support the instructional program should be noted. Other classroom materials, e.g., workbooks and resource books, might also be mentioned.

Attention could also be paid to site instructional materials, supplies, and equipment that are resources shared by classrooms, including those contained in libraries, resource centers, laboratories, computer centers, and so forth.

Assessment Area #7 — Counseling and Student Support Services

The primary reporting objective in this assessment area is whether there are qualified personnel to provide counseling and other student support services (e.g., nursing, psychological, social work, child welfare and attendance, library and media, and speech and hearing services). "Qualified" should be interpreted as possessing the required credential, certificate, or license to provide the services. The model calls for the listing by job title or functional grouping of personnel assigned to provide these services and an estimate of the amount of time (or FTE) they spend in this capacity.

Information concerning the work loads of counselors and other student support services personnel should also be included, in comparison to statewide averages or professionally recognized standards. Descriptions may be included of programs in which noncredentialed or nonlicensed persons (such as classified employees, volunteers, and community agency personnel) perform these tasks. Advisement programs and other commercially prepared programs could also be described.

Assessment Area #8 — Substitute Teachers

The report card should include information on any difficulties schools have had in securing qualified substitute teachers. If difficulties have been encountered, their impact on the regular instructional program and existing staff assignments should be described. The impact of redirecting current teachers or administrators to cover classes could be discussed. An examination of some of the reasons for any difficulties could also be included.

Assessment Area #9 — School Facilities and Safety

To assess the cleanliness of the school, the report card could cite the maintenance schedule and financial allocations devoted to upkeep and how they have changed over time. The deferred maintenance program and whether space assignments are in line with design specifications could be discussed, in addition to the age of buildings and plans for new construction.

Regarding school safety, statistics from the Standard School Crime Report could be shown and compared against state or district averages. School plans, policies, and procedures for ensuring campus safety could be highlighted. These could include earthquake preparedness, fire drill and take-cover procedures, playground supervision, and protocols for using potentially dangerous instructional equipment or chemicals stored at the school site.

Schools might consider employing a school community opinion survey in assessing safety, cleanliness, and general satisfaction with the school facility.

Assessment Area #10 — Teacher Evaluation and Professional Improvement

Caution should be exercised in responding to this area because it involves discussion of possible confidential personnel-related information. The basic objective of this assessment is to describe the teacher evaluation process as well as programs and services that are provided to teachers to promote their professional improvement. The mandatory criteria for evaluation set forth in SB 813 could be cited, as well as the process for certifying administrators as competent to evaluate teachers. The methods for relating teachers' professional development or improvement plans to evaluations could be discussed in general terms. Opportunities for professional development could include pre- and in-service training, staff development programs, and employee assistance programs (e.g., counseling and substance abuse programs).

Assessment Area #11 — Classroom Discipline and Climate for Learning

A description of the school's discipline policy, code of conduct, and/or policies on homework could be included. It might be appropriate to include survey results of any measures of parent, staff, or student perceptions of the school climate. Brief descriptions might also be included of school athletic programs, academic recognitions and awards, student incentive programs, extracurricular and multicultural programs, and other activities that promote self-esteem.

Assessment Area #12 — Training and Curriculum Improvement

A description of training and staff development opportunities should be listed according to job category. This section could contain a discussion of mentor teacher programs and how mentor teachers are used at the school. The report card could include a discussion of how the curriculum is revised and improvements are made. Participation in any instructional pilot programs or grants could be cited. The effectiveness of on-site, district, county, or state-level training efforts, as well as those provided by nearby colleges or universities, might be mentioned. It is recommended that some specific examples of curriculum improvements be noted.

Assessment Area #13 — Quality of School Instruction and Leadership

The focus of this section is to assess the overall quality of the school's instructional program and leadership. Recognitions and awards as an exemplary school should be mentioned, along with significant problems, deficiencies, or issues noted in recent site reviews. Any statistical information available on graduates could be cited, such as high school graduation, college placement, and so forth.

Information should also be included on the school's efforts to meet the needs of special student populations in the context of the overall instructional program, such as the placement of individuals with exceptional needs in the least restrictive environment and the instruction and reclassification of limited-English-proficient (LEP) students.

Information from surveys regarding the school's instructional quality and leadership could be included. Such surveys may have been part of the school's program quality review or SIP self-study and could be used for this purpose.

General Advice and Suggestions

- The school Accountability Report Card is an important document, and every effort should be made to make it available in the primary language of each parent requesting a copy.
- The report card falls under the Public Records Act. A charge equal to no more than the costs of duplication may be levied. Districts are strongly encouraged to make the document available to requesting parents and to the local media free of charge. When copies are requested for commercial purposes (e.g., by real estate concerns), districts are encouraged to recoup their duplication costs.
- Although an assessment of each of the 13 specified school conditions is the minimum which must be included in the report cards, districts may wish to consider phasing in and reviewing cyclically the *comprehensive* assessment of the various conditions. In other words, comprehensive attention may be focused on a limited number of assessment areas each year, while information about other assessment areas is carried forward with only minimal revision.
- In terms of the process which must be established by September 30, 1989, or the beginning of the school year, this deadline should be regarded as the *later* of the two dates.
- Report cards need not be prepared and issued for adult schools or regional occupational center and program sites. However, nothing precludes the preparation and issuance of report cards for these sites. As a matter of good public relations, districts should strongly consider doing so.
- Special attention should be placed on continuation high schools. While report cards must be prepared and issued for these sites, the different needs of the students attending and the different focuses of the instructional program(s) should be made clear.
- To the extent that report cards are lengthy or complicated, districts should consider preparing a summary that extracts key points. The summary need not address all 13 school conditions, but it should note the general content of the full document and indicate where a copy may be obtained.

Publications Available from the Department of Education

This publication is one of over 650 that are available from the California State Department of Education. Some of the more recent publications or those most widely used are the following:

ISBN	Title (Date of publication)	Price
0-8011-0783-0	California Private School Directory, 1988-89 (1988)	$14.00
0-8011-0747-4	California Public School Directory (1989)	14.00
0-8011-0748-2	California School Accounting Manual (1988)	8.00
0-8011-0715-6	California Women: Activities Guide, K—12 (1988)	3.50
0-8011-0488-2	Caught in the Middle: Educational Reform for Young Adolescents in California Public Schools (1987)	5.00
0-8011-0760-1	Celebrating the National Reading Initiative (1989)	6.75
0-8011-0777-6	The Changing Mathematics Curriculum: A Booklet for Parents (1989)	10 for 5.00
0-8011-0823-3	Coordinated Compliance Monitoring Review Manual, 1989-90 (1989)	6.75
0-8011-0797-0	Desktop Publishing Guidelines (1989)	4.00
0-8011-0041-0	English–Language Arts Framework for California Public Schools (1987)	3.00
0-8011-0731-8	English–Language Arts Model Curriculum Guide, K—8 (1988)	3.00
0-8011-0786-5	Enrichment Opportunities Guide: A Resource for Teachers and Students in Mathematics and Science (1988)	8.75
0-8011-0804-7	Foreign Language Framework for California Public Schools (1989)	5.50
0-8011-0320-7	Handbook for Planning an Effective Literature Program (1987)	3.00
0-8011-0290-1	Handbook for Planning an Effective Writing Program (1986)	2.50
0-8011-0824-1	Handbook for Teaching Cantonese-Speaking Students (1989)	4.50
0-8011-0250-2	Handbook on California Education for Language Minority Parents—Chinese/English Edition (1985)*	3.25
0-8011-0737-7	Here They Come: Ready or Not—Report of the School Readiness Task Force (Summary) (1988)	2.00
0-8011-0712-1	History–Social Science Framework for California Public Schools (1988)	6.00
0-8011-0664-8	Mathematics Model Curriculum Guide, K—8 (1987)	2.75
0-8011-0725-3	Model Curriculum for Human Rights and Genocide (1988)	3.25
0-8011-0252-9	Model Curriculum Standards: Grades 9—12 (1985)	5.50
0-8011-0762-8	Moral and Civic Education and Teaching About Religion (1988)	3.25
0-8011-0815-2	A Question of Thinking: A First Look at Students' Performance on Open-ended Questions in Mathematics (1989)	6.00
0-8011-0745-8	Recommended Readings in Literature, K—8, Annotated Edition (1988)	4.50
0-8011-0665-6	Science Model Curriculum Guide, K—8 (1987)	3.25
0-8011-0668-0	Science Safety Handbook for California High Schools (1987)	8.75
0-8011-0738-5	Secondary Textbook Review: English (1988)	9.25
0-8011-0781-4	Selected Financial and Related Data for California Public Schools (1988)	3.00
0-8011-0486-6	Statement on Preparation in Natural Science Expected of Entering Freshmen (1986)	2.50
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